

DeSoto County Schools
Office of Special Education
Procedures

VOLUME VI:

*Additional Information
Resources*

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Chapter 12: Academics

Continuum of Placement Options: Points of Consideration

- The IEP team is responsible for deciding the setting(s) that are appropriate for each student with a disability, and it must select the least restrictive environment (LRE) for the student’s education.
- If data shows students are not progressing in the current placement an IEP meeting should be called.
- Programming decisions should be driven by data. Data should include (but not limited to):
 - Baseline data
 - Current performance data
 - Documentation to show adequate time was provided.
 - Documentation of SDI being provided.
- Before changing LRE have you considered other programming changes?
 - Have you changed the duration and frequency of current services before considering a more restrictive environment?
 - Have you updated and/or changed the accommodations before considering a more restrictive environment?

NOTE: Don’t forget that the IEP must have a statement explaining why all other LRE options were not appropriate when answering “NO” to “is the student able to be satisfactorily educated in the general education environment for the entire school day?”

Special Education Teacher Expectations

CBC Expectations

ADAPTED RESOURCE	COMMUNITY BASED CLASSROOM
ALL grade level standards for the content area must be taught unless the student pushes in gen ed for at least 30 minutes of the content area.	ALL grade level alternate standards for the content area must be taught.
Follow building grade level pacing guides when planning for each 9 weeks.	Utilize pacing guides provided by T. Keck when planning for each 9 weeks.
Attend monthly AR & CBC Collaboration meetings will focus on planning, lesson development, and materials to use for instruction.	

PLAN AHEAD! Have lessons laid out and materials ready.

Have a schedule posted and follow it **EVERY** day!

Collect BOY-MOY-EOY formal data (i-Ready/Brigance) as well as weekly classroom-based assessments for each content area taught.

Have communication with parents a minimum of weekly.

- Plan ahead! Have lessons laid out and materials ready.
- Have a schedule posted and follow it EVERY day!
- **ALL grade level alternate standards** for the content area must be taught.
- Utilize pacing guides provided by T. Keck when planning for each 9 weeks. Monthly CBC Collaboration meetings will focus on planning, lesson development, and materials to use for instruction.
- Break down alternate standards using the TRG and Levels of Support chart.
- USE formative assessment data. Are you breaking down your assessments? Using i-Ready data?
- Use learning styles inventories and your knowledge of disabilities to develop Specially Designed Instruction (SDI).
- Grades must be taken and put in PowerSchool a minimum of 2 times per week.
- Grade should not be participation grades ONLY.
- Grades should document that the alternate standards were taught and the level of mastery the student has obtained.
- Grades are not impacted by the Level of Support provided:
Note: (NON-ENGAGEMENT, PHYSICAL, GESTURAL, VERBAL, MODEL, INDEPENDENT)
- Suggested grading should reflect mastery level of I CAN STATEMENTS:
(MOST COMPLEX = A, MORE COMPLEX = B, LEAST COMPLEX = C)

Note: There are NO grade overrides at the end of a grading period for ANY SPED classroom.

Data Review for AR Programming

PRE-K OR K STUDENTS WHO RECEIVED TESTING BY
THE PRESCHOOL ASSESSMENT TEAM

Possible FULL TIME Adapted Resource Criteria Battelle Developmental Inventory 2:

- Must have a cognitive Developmental Quotient Score of 65 or below

Early Learning Accomplishment Profile

- Must have a Cognitive Age Equivalent that is 15 months (45% delay) behind chronological age

Possible PART TIME Adapted Resource Criteria

ELAP:

- Must score 35-45% delay below chronological age in 2 areas:
Self Help/Adaptive, Personal Social, Communication/Language, Fine-Gross Motor, and/or Cognitive

Battelle:

- Must score 65 or below Developmental Quotient Score in 2 areas:
Self Help/Adaptive, Personal Social, Communication/Language, Fine-Gross Motor, and/or Cognitive

K-2 STUDENTS WHO RECEIVED TESTING BY A SCHOOL PSYCHOLOGIST

Possible FULL TIME Adapted Resource Criteria

C-TONI-2 or Wechsler Nonverbal Scale of Ability or another type of IQ test:

- 69 or below standard score in cognitive

Possible PART TIME Adapted Resource Criteria

Must have a significant delay in 2 or more areas: Self Help/Adaptive, Personal Social, Communication/Language, Fine-Gross Motor, and/or Cognitive

Any behavior or self-help/adaptive assessments completed by the School Psychologist:

- Clinically Significant range or 69 or below standard score

Any Fine Motor/Gross Motor assessments completed by the School Psychologist:

- 65 standard score or below or 35-45% delay

Any communication/language assessments completed by the speech language pathologist:

- 35-45% delay

Resource Expectations

- Plan ahead! Have lessons laid out and materials ready.
- Have a schedule posted and follow it EVERY day!
- ALL grade level standards for the content area must be taught.
- Utilize general education pacing guides when planning for each 9 weeks.
- Pacing will need to be adjusted based on the students' skill level and what prerequisite skills you need to review before teaching the grade level standards.
- Break down grade level standards with scaffolding documents.
- USE formative assessment data. Are you breaking down your assessments? Using i-Ready data?
- Use learning styles inventories and your knowledge of disabilities to develop Specially Designed Instruction (SDI). EVERY student should not need the same accommodations and levels of support.

- Scaffold support as students show mastery.
- Grades must be taken and put in PowerSchool a minimum of 2 times per week.
- Grade should not be participation grades.
- Assessments should be on grade level.
- Grades should document that standards were taught and the level of mastery the student has obtained.
- There are NO grade overrides at the end of a grading period for ANY SPED classroom.

Resource VS. Heavy Tutorial

Resource	Heavy Tutorial
If ALL content area information for a specific subject is taught by a SPED teacher (Resource) then the SPED teacher will provide the grade.	If some instruction is provided in a gen ed setting (Inclusion) and part of the instruction is taught in the SPED setting (Tutorial) the GET will give the grade UNLESS students are completing alternate assignments and/or assessments provided by the SPED teacher.
ALL grade level standards MUST be taught by the SPED teacher.	The SET can focus direct instruction on deficit skills and closing the gap.
Carnegie Units can NOT be earned for Resource classes.	Carnegie Units CAN be earned in an Inclusion/Tutorial setting if grades are being provided by the GET.

Learning Lab/Tutorial Expectations

- Plan ahead! Have lessons laid out and materials ready.
- Have a schedule posted and follow it EVERY day!
- Utilize general education teacher’s lesson plans and pacing guides when planning.
- Break down grade level standards with scaffolding documents.
- USE formative assessment data. Are you breaking down the classroom assessments? Using i-Ready data?
- Use learning styles inventories and your knowledge of disabilities to develop Specially Designed Instruction (SDI).
- While some of the block may need to focus on homework help and makeup work it should NOT be the entire class.
- Grades must be taken and put in PowerSchool a minimum of 1 time per week.
 - Not every grade should be a participation grade.
 - Learning Lab is a great place to get ROP and ESY data samples.
 - There are NO grade overrides at the end of a grading period for ANY SPED classroom.

Note: The goal of learning lab is “are they learning? Are we closing the Gap?”

What Learning Lab IS and What It is NOT

- Learning Lab IS a time for direct instruction targeting student deficit skills.
- Learning Lab IS a time to teach pre-requisite skills before they are introduced in the general education classroom.
- Learning Lab IS a time to pre-teach, re-teach and remediate content area material.
- Learning Lab IS a time to use explicit instruction when students are learning new material and complex concepts.
- Learning Lab IS a time to collect progress monitoring data.
- Learning Lab IS a time to focus on study skills that can be utilized in all courses.
- Learning Lab IS a time to teach and practice self-determination skills such as decision making, self-advocacy, problem solving, self-regulation and self-knowledge.

- Learning Lab is NOT down time.

- Learning Lab is NOT sensory breaks.
- Learning Lab is NOT study hall.
- Learning Lab is NOT snack time.
- Learning Lab is NOT replacement time for completing work in class.
- Learning Lab is NOT a time to complete all homework.
- Learning Lab is NOT a time to be taught by a computer.
- Learning Lab is NOT run like a gen ed classroom.
- Learning Lab is NOT Fun Friday.

Inclusion Expectations

- Be there. Be on time. Stay the entire time.
- Collaborate with the General Education Teacher (GET) to plan lessons and classroom activities.
- Collaborate with GET to design and monitor SDI.
- Gather data to document SDI is delivered and the impact it has on student learning.
- Utilize formative assessment data and classroom performance to drive planning.
- Pre-teach prerequisite skills.
- Reteach when students are not demonstrating mastery.
- Adjust lessons, materials, and tests as needed per the student's IEP.
- Accommodate for student's needs such as extended time or small group testing.
- Incorporate knowledge of learning styles and student strengths and preferences into lessons.
- Provide supplemental materials and resources.
- Provide small group and one-on-one instructional support as needed.

MY Job is SDI... So, what do I do?

- Content (The What) adjustments change the materials and activities used and include the teaching of prerequisite skills but do NOT change the standard.
- Methodology (The How) adjusts how students are taught and includes the broad approach to education (direct explicit instruction) as well as specific strategies and techniques (multi-sensory techniques, manipulatives, visuals, etc.) and the sequencing of instruction.
- Delivery (The Who, Where, When) adjusts which educators and support staff will provide a student's education, the use of technology as an instructional tool, the location of the services, and the instructional group size.

Grading in SPED classes

Adapted Resource, CBC, Resource and Learning Lab

- Gradebooks should be set up following the DCS Weighting Categories by grade and subject area.
- SPED courses must have AT LEAST one grade per week in PowerSchool for each content area taught.
- Grade K students will be graded like typical K students, but weekly data should be kept in PowerSchool for progress monitoring purposes.
- Grades 1-8 AR & CBC should provide grades for ELA, Math, Science, and Social Studies.
- Grades 9-12 CBC should provide grades for all alternate diploma courses the student is enrolled in for the school year.
- We do NOT do grade overrides OR blanket grades for all assignments.
- Grades should not be participation ONLY.
- Level of Complexity/I Can Statements (MOST Complex, MORE Complex, and LEAST Complex) for alternate standards should be figured in when grading.
- Grading is NOT based on Level of Support (Non-Engagement, Physical, Gestural, Verbal, Model, or Independent).
- Grades should be documented in PowerSchool for ALL POWER Alternate Standards for SCD students grades 3-12 and all College & Career Readiness Standards for NON SCD students grades K-2.

Planning for Instruction

What does planning look like for a SPED Teacher?

- SPED teachers should participate in general education curriculum planning meetings for content areas they are providing Inclusion supports for and/or teaching in a sped setting (Tutorial/Learning Lab, Resource, Adapted Resource, CBC).

- SPED teachers should have access to the content area/grade level pacing/scope & sequence in order to prepare pre-teach lessons, supplemental activities, reteach prerequisite skills lessons based on each student's performance level and deficits.
- SPED teachers should assist general education teachers in making accommodations and/or modifications to materials and/or lessons.

According to IDEA regulations

- SPED teacher should provide SDI which includes adapting the content, methodology, or delivery of instruction to meet a child's unique educational needs and to ensure that the child can **access the general curriculum and meet its standards**.

Breaking Down Instructional Terms

Scaffolding

- A process through which a teacher provides temporary supports to help students complete tasks that they cannot yet do independently and with a high rate of success.
- Scaffolding breaks up learning into parts so students can gradually tackle more complex materials.
- Scaffolding Instruction is done by ALL teachers and carefully aligned to students' performance and understanding in relation to the learning task.

Differentiation

- A process to approach teaching and learning for students of different abilities in the same class.
- The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assist in the learning process.
- Differentiation is a way of analyzing student learning throughout the instructional process and adjusting lessons as the need arises.
- Differentiated Instruction is an expectation for ALL teachers and related to ALL students.

Specially Designed Instruction

- Specially designed instruction (SDI) is how students with exceptionalities receive high-quality and individually tailored teaching that results in progress toward academic and functional standards, graduation, and meaningful postsecondary outcomes.
- SDI includes adapting the content, methodology, or delivery of instruction to meet a child's unique needs and to ensure that the child can access the general curriculum and meet its standards.
- Specially Designed Instruction is the primary responsibility of the special education professionals and provided to students with exceptionalities.

Tips for Scaffolding Instruction

Breaking Down Instructional Scaffolding

- When teaching new tasks, teachers have complete control of the lesson and support their students fully.
- Gradually, as students are ready, support is withdrawn until the students are able to stand on their own.
- Teachers do this by systematically building on students' experience and knowledge as they learn new skills.

2 Critical Elements of Scaffolding Instruction

- **MODELING:** Throughout the learning process, students should be able to watch their teacher model, or demonstrate, each step in the task or strategy multiple times.
- **PRACTICE:** Students must have the opportunity to work collaboratively with the teacher to practice the task or strategy.

3 Approaches to Scaffolding Instruction

- **TASK SCAFFOLDING:** the teacher selects content that is not too difficult or unfamiliar for students learning a new skill
 - Task scaffolding is simply giving the students more and more responsibility for steps in a strategy or task
- **CONTENT SCAFFOLDING:** the teacher begins by specifying the steps in a task or instructional strategy, then models the steps in the task, verbalizing his/her thought process for the students
 - 3 Techniques:
 - use familiar or highly interesting content
 - use easy content
 - start with easy steps first
- **MATERIAL SCAFFOLDING:** the teacher provides written prompts or cues to help the student perform a task or use a strategy.
 - Students can use these as a reference to reduce confusion and frustration
 - The prompts and cues should be phased out over time

Facts About Specially Designed Instruction

Adapting as Appropriate: The Content, Methodology, and Delivery

Content: The What

- Content is what students are learning, the standards of the core curriculum.
- Adjustments do NOT change the standards.
- Adjustments change the materials and activities used and include the teaching of pre-skills.
- IEP goals should be based on content standards, adapting content should lead to the accomplishment of the IEP goals which leads to achievement of the standards.

Methodology: The How

- Methodology is how students are taught.
- It includes the broad approach to education, such as (e.g., direct explicit instruction) as well as specific strategies and techniques (e.g., multi-sensory techniques, use of manipulatives or visuals, etc.).
- It also addresses the sequencing of instruction.

Delivery: The Who, Where, and When

- Delivery refers to the who, where and when of instruction. It includes the following:
 - The professionals and support staff who provide a student's education
 - The use of technology as an instructional tool
 - The location of services
 - The instructional group size

Note: The Special Education teacher is the person responsible for SDI.

Teaching Standards

NON-SCD Students

- ✓ Non-SCD students are provided instruction using the MS College and Career Readiness Standards in either the Gen Ed or SPED classroom.
- ✓ ALL standards must be taught, or it is a denial of FAPE.
- ✓ If ALL content area information for a specific subject is taught by a SPED teacher (Resource/Adapted Resource) then the SPED teacher will provide the grade (a Carnegie unit will not be awarded).

If 50% or more of the content area instruction is provided in a general education setting (Inclusion) and part of the instruction is taught in the SPED setting (Tutorial) the general education teacher will give the grade UNLESS students are completing alternate assignments and/or assessments that remove or change the standard.

SCD Students

- ✓ SCD students are provided instruction using the MS Alternate Academic Achievement Standards in CBC.
- ✓ Students receiving core content instruction in a SPED classroom **MUST** be exposed to **ALL** grade level alternate standards.
- ✓ If NON-SCD students are in CBC for content area instruction the teacher must provide instruction for those students using the MS College and Career Readiness grade level content area standards.
- ✓ MDE has released the following alternate standards:
 - ✓ Alternate ELA (K-12)
 - ✓ Alternate Math (K-12) & Algebra
 - ✓ Alternate Science (K-8) Biology & Science II (9-12)
 - ✓ Alternate Social Studies & History (9-12)
 - ✓ Alternate Career Readiness I-IV (9-12)
 - ✓ Alternate Life Skills Development I-IV (9-12)
 - ✓ Alternate Health (9-12)

Note: Power Standards should be continually taught throughout the year.

Schedules

Importance of Scheduling

- Schedules are key to running a smooth special education department in your building.
- There are many more factors to consider beyond the service times listed on the IEP.
- MET Chairs are responsible for scheduling and should be collaborating with counselors and administration when schedules are being created.
- Good scheduling will allow staff to provide all services without feeling stretched too thin.
- Hand scheduling is necessary to ensure all students receive the services outlined in their IEPs.
- While scheduling is a major part of the MET Chairs job during the summer and at the start of the school year it is something that must be considered continually throughout the year (when new students arrive, new students become eligible for services, and when services are changed).
- Each building principal has different expectations and responsibilities for his/her MET Chair but keep in mind that ALL SPED teachers should have a caseload of students linked to them in PowerSchool.
- If you are spending the majority or all of your day as a MET Chair what students are on your caseload (students that require daily communication home, behavior students that frequently need a safe person, students with limited services but unique accommodations, etc.)?

Tips and Considerations for Blocking Core Classes

- Can you cover the entire block?
- Are you covering daily?
- Are certified SPED teachers or assistants providing Inclusion services?
- **REMEMBER SDI MUST be provided by certified SPED teachers!**
- Provide the heaviest coverage in ELA and Math.
- Provide heavy coverage in MAAP and prerequisite courses in HS.
- The more time you can support students in Inclusion the more familiar you will become with the content area curriculum.
- If SPED teachers have strengths in specific content areas utilize them in those areas.
- Secondary coverage should be done by subject area rather than by grade level whenever possible (remember we teach prerequisite skills continually and our students are performing below grade level).
- Why are Inclusion services being provided? Behavior, Gen Ed content area rigor, parent wants, student motivation level, organizational deficits, etc.
- Are you covering electives? WHY?
- Do put the same students together all day in secondary classes if possible.
- Teach self-advocacy and self-determination rather than doing it for them. Ask yourself “Do they need the skill or the support?”

Considerations for Scheduling Elementary School Students

When scheduling elementary students in general education you should consider many factors beyond the Inclusion time listed on the IEP. Some examples of things to consider are:

- **Reading levels/level of supports needed.** Don't ability group students for Inclusion supports. Use i-Ready, Mastery Connect, Case, and/or MAAP data to ensure ability levels are evenly dispersed over multiple classrooms.
- **Amount of Inclusion time and number of students** being covered at one time in each classroom.
- **Behavior.** Does the student have peers they do not need to be in classes with?
- **Tutorial supports.** Can tutorial supports be provided in the gen ed setting? Consider the benefits of push in vs. pull out tutorial supports (inclusion supports can be provided for one group of students while also providing tutorial supports for another group of students).
- **Student's learning style and the teacher's instructional style.**
- **Classroom structure and management.** Where is the best class for students that need routine and very structured environments to succeed?
- **LRE Continuum.** Have we moved through the continuum by increasing supports in the gen ed setting before moving a student to a sped setting.
- **Who covers Inclusion?** If you are using assistants to provide Inclusion supports, how are you providing SDI? **ALL** Inclusion services should have certified staff covering at least some of the time in the gen ed setting. If you feel what is happening in the gen ed setting is a waste of time for SPED teachers, then change what is being done in the gen ed setting.
- **What standards are being taught?** If you place a NON-SCD student in CBC that teacher is responsible for the CCR grade level content standards as well as the Alternate grade level content standards. Is this a realistic expectation for the CBC teacher?

Considerations for Scheduling Middle School Students

When scheduling MS students in general education core courses you should consider many factors beyond the Inclusion time listed on the IEP. Some examples of things to consider are:

- Does the student need a learning lab daily or pull out from study hall 1, 2, or 3 times per week be a more appropriate LRE?
- Can tutorial supports be provided in the gen ed setting?
- Does the student's medication wear off after lunch and attention becomes an issue in afternoon courses?
- Does the student have peers they do not need to be in classes with? Consider behaviors when grouping students for Inclusion supports.
- Consider the student's learning style and the teacher's instructional style when selecting courses.
- Consider classroom structure and management for students that need routine and very structured environments to succeed.
- Is the student often late or sleepy at the beginning of the school day?

- Would the student benefit from starting the day in a learning lab to get them set for the day?
- Would the student benefit from ending the day in a learning lab to organize and wrap up what they need to work on outside of school or to reteach information before going home to study or complete homework?
- Consider reading levels and level of supports needed when grouping students for Inclusion supports. Use i-Ready, Mastery Connect, Case, and/or MAAP data.

Consideration for scheduling High School SCD Students

- Alternate Diploma courses should be completed in order (when possible).
- MAAP-A must be taken in the same school year that the student is enrolled in the alternate elements course (we are currently giving all MAAP-A in Spring).
- ALL students are required to participate in the MAAP-A the year they are enrolled in the course.
- 9th grade students may need to attend PE or other electives with their CB class in the Fall semester to observe how they function in a general education setting and provide supports/modeling/redirection.
- If a student is still not ready to attend electives in the Spring semester you can place them in a SPED Course such as Career Readiness II or Life Skills II (if they have completed the prerequisite course in the Fall).
- If you place 11th grade students in Alternate Health Elements at the same time your 9th grade students are in PE/Elective, then you do not have to be concerned about those younger students being exposed to some of the more mature Health content.
- The goal for our 12th grade students is that they attend Ability Works (if appropriate) to prepare them for post-secondary employment opportunities. Schedules should be developed grades 9-11 to ensure there are 2 available blocks open in the student's 4th year of high school.

Considerations for Scheduling Non-SCD High School Students

When scheduling HS students in general education core courses you should consider many factors beyond the Inclusion time listed on the IEP. Some examples of things to consider are:

- Does the student need a learning lab while enrolled in a course due to the level of support that will be needed?
- Can the student complete the course in a semester, or will they need a year long course (such as Foundations/Algebra, Intro to Biology/Biology I, Comp Reading/English I)?
- If a student is in a semester course in the fall (example: English I) will the break in ELA instruction in the spring make them struggle more the following year (example: English II the next fall)?
- Does the student need more time to attempt successfully passing the EOC MAAP (example: take US History in the fall in case they need to retest in the spring)?
- Are there courses the student would benefit from taking before being given the ACT?
- Does the student's medication wear off after lunch and attention becomes an issue in afternoon courses?

- Does the student have peers they do not need to be in classes with?
- Consider the student's learning style and the teacher's instructional style when selecting courses.
- Consider classroom structure and management for students that need routine and very structured environments to succeed.
- Does the student work late on school nights and is often late or sleepy at the beginning of the school day?
- Would the student benefit from starting the day in a learning lab to get them set for the day?
- Would the student benefit from ending the day in a learning lab to organize and wrap up what they need to work on outside of school or to reteach information before going home to study or complete homework?

Appendices

Appendix A.A:	Adapted Resource Info
Appendix A.B:	Variations of Services
Appendix A.C:	MS Continuum of Placements
Appendix A.D:	Whose responsibility is it anyway?
Appendix A.E:	Clearing Up Confusion about SDI
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Appendix A.G:	Alternate Diploma Course Selection Form

Adapted Resource

What	Special education classroom providing direct instruction and intensive interventions in academics, communication, social, behavioral, and functional skills.
Who	K-2 NON SCD students with significant deficits in academics, communication, social, behavioral, and functional skills.
Where	Elementary schools with K-2 population
Why	Students with significant deficits in K-2 that do not yet have the appropriate data to determine if they meet the criteria for SCD currently have no setting that addresses all their specific needs. These students may need the intense supports provided in the community-based classroom (CBC) for communication, social, behavioral, and functional skills but they are legally required to be exposed to all CCR grade level standards yet SCD students in CBC are working on grade level MS-Alternate Academic Achievement Standards for ELA, Math, Science, and Social Studies.
Goal	To provide the appropriate exposure to prepare students for success in the general education setting while ensuring significant deficits in communication, social, behavioral, and functional skills are addressed early in a special education setting.
Staff	Special education teacher will provide direct instruction in a special education setting. Related service staff will provide supports outlined in the IEP. CPI certification will be required. Additional professional development opportunities and supports will be provided to address the specific deficits of the students in the class. Instructional supports will be given to ensure FAPE is being provided and all content area standards are being taught.

Appendix A.A

Variations of Services

	Itinerant	Tutorial	Resource
K-5	<ul style="list-style-type: none"> SDI provided in the Gen Ed class by the SET Itinerant is NOT Co-Teaching unless the SET is in the Gen Ed class for the entire content block and providing instruction 	<ul style="list-style-type: none"> PUSH IN: provided in Gen Ed class by SET PULL OUT: provided in SPED class by SET 	<ul style="list-style-type: none"> More than 50% of content area instruction provided by SET in SPED class Grade given by SET
6-8	<ul style="list-style-type: none"> SDI provided in the Gen Ed class by the SET Itinerant is NOT Co-Teaching unless the SET is in the Gen Ed class for the entire content block and providing instruction Target ELA, Math & MAAP courses 	<ul style="list-style-type: none"> Learning Lab: 5 days a week, 1 period a day, in SPED class with grade from SET PULL OUT: Frequency & duration provided based on IEP services, pull into SPED class from Study Hall, no grade provided 	<ul style="list-style-type: none"> More than 50% of content area instruction provided by SET in SPED class, SET provides grade All subject area content provided by SET in SPED class, SPED Grade provided, No Carnegie Unit awarded (8th)
9-12	<ul style="list-style-type: none"> SDI provided in the Gen Ed class by the SET Itinerant is NOT Co-Teaching unless the SET is in the Gen Ed class for the entire content block and providing instruction Target ELA, Math & MAAP courses 	<ul style="list-style-type: none"> Learning Lab: 5 days a week, 1 block a day, in SPED class with elective grade from SET, Carnegie Unit is awarded 	<ul style="list-style-type: none"> Not applicable

Appendix A.B

MS Continuum of Placements

Itinerant Services	Tutorial Services	Resource Services	Community Based Classroom
Academic instruction in ALL CCR subject area/grade level standards from GET	Supplemental instruction targeting IEP goals and subject area/grade level skills currently being taught from SET	Replacement academic instruction on ALL CCR subject area/grade level standards and IEP goals from the SET	Academic instruction on ALL subject area/grade level MS-AAAS standards and IEP goals from SET
Instruction in Gen Ed	Instruction in SPED class, Gen Ed class, or Combination	Instruction in SPED class	Instruction in SPED class
Content provided by GET	Content provided by GET	Content provided by SET	Content provided by SET
Accommodations and supports provided by GET and SET	Re-teaching, pre-teaching, accommodations, and remediation provided by SET	Initial, re-teaching, pre-teaching, accommodations, remediation, and modifications provided by SET	Modifications and supports provided by SET
NON SCD Students K-12	NON SCD Students K-12	NON SCD & SCD Students K-12	SCD Students grades 3-12

Appendix A.C

Whose Responsibility Is It Anyway?

The following chart provides information regarding the roles of those who are involved in developing and implementing appropriate curricular, instructional, and ecological adaptations.

ROLES AND RESPONSIBILITIES	
Parents/Guardians	<ul style="list-style-type: none"> • Provide information about the strengths and needs of their child. • If their child has a disability, participate in the development, review and revision of their child's IEP and discussion about the need for instructional/functional and testing accommodations and/or program modifications. • Provide information about strategies their child uses to complete homework and other tasks around the home. • Encourage their child's self-advocacy skills.
Students	<ul style="list-style-type: none"> • Provide information on their strengths and how the adaptations they use are working. • Participate in ongoing conversations with the general education and special education teachers regarding adaptations. • If appropriate, attend IEP committee meetings when the student turns 14 years old (or younger as appropriate). • Provide information on needed adaptations.

Appendix A.D

ROLES AND RESPONSIBILITIES
<p>General Educators</p>
<ul style="list-style-type: none"> • Work with administrators, special education teachers, families, and the student to develop and maintain an appropriate IEP, modify assignments and tests, and implement behavioral supports as appropriate. • Accept responsibility for all students in their classroom including students with disabilities, gifted students, and EL students. • Explain and post learning and behavioral expectations and consequences for all students to reference. • Meet individually and in private with each student to explain that you are available to assist with and discuss assignments, explain how you will apply adaptations, and restate your academic and behavioral expectations for the student. • Provide the materials needed (e.g., tests, assignments, and answer keys) well in advance of due dates.
<p>Related Service Providers</p>
<ul style="list-style-type: none"> • Collaborate with special and general education teachers to determine appropriate ways for the student to access an appropriate education and facilitate their pursuit of important learning outcomes.
<p>Administrators</p>
<ul style="list-style-type: none"> • Promote the expectation that all students are capable learners. • Implement the school district's policies that provide equal access to instructional and assessment programs for all students. • Be familiar with the policies and procedures included in the accommodations and/or modifications and test administration manuals.

ROLES AND RESPONSIBILITIES

Special Educators

- Be familiar with the policies and procedures included in the accommodations and/or modifications and test administration manuals.
 - Work with the general education teachers and administrators, parents/guardians, and the student in modifying assignments and tests and implementing behavioral supports as appropriate.
 - Be available, helpful, and supportive of general education teachers and administrators.
 - Develop a system in conjunction with the general education teachers and administrators to devise and implement specially designed instruction in a timely manner.
 - Respect the additional responsibilities of general education teachers and administrators and help in any way possible.
-
- Gather information regarding the student's learning characteristics, need for access, and potential accommodations and/or modifications as well as information regarding those who have been successful in the past to present to the IEP committee.
 - Communicate with general educators and administrators **prior** to the start of the school year and frequently throughout the school year.
 - Share the unique qualities and learning styles of the student.
 - Share the legal requirements for general education accommodations and/or modifications.
 - Partner with parents/guardians, general education teachers, and administrators to help implement accommodations and/or modifications.

CLEARING UP CONFUSION ABOUT SDI

SDI IS...

In addition to core content

A service

What a teacher does

Teaching specific skills a student does not have in order to access and make progress toward annual goal(s) which, in turn, assists the student to reach the standards of the general curriculum.

Unique instruction developed from standards-based IEP goals provided to promote progress toward the student's annual goal(s)

Specific to the student (individualized)

Instruction that enables a student to make progress in the gen ed curriculum to close the gap in academic performance as compared to peers

SDI IS NOT...

In place of core content

A place

What a student does

A restatement of the academic content standards being taught

A commercial program

A schedule

An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to a student with disabilities)

Appendix A.E

Alternate Diploma Four Year Program of Study

Student Name: _____ Current School Year: _____

Current Age: _____ Anticipated Graduation Year: _____

Content Area	School Year	Courses Needed	MAAP-A (Performance Level)	Units Earned	Units Remaining
English (4 units)		Alternate English Elements I			
		Alternate English Elements II			
		Alternate English Elements III			
		Alternate English Elements IV			
Mathematics (4 units)		Alternate Math Elements I			
		Alternate Math Elements II			
		Alternate Algebra			
		Alternate Math Elements III			
Science (2 units)		Alternate Biology Elements			
		Alternate Science Elements II			
Social Studies (2 units)		Alternate Social Studies Elements			
		Alternate U.S. History Elements			
Career (4 units)		Career Readiness I			
		Career Readiness II			
		Career Readiness III			
		Career Readiness IV			
Life Skills (4 units)		Life Skills Development I			
		Life Skills Development II			
		Life Skills Development III			
		Life Skills Development IV			
Physical Education (1/2 unit)					
Arts (1 unit)					
Health (1/2 unit)		Alternate Health Elements			
Additional Electives (2 units)					

Summary

School Year				
Carnegie Units Earned/Projected				
Progression towards Graduation with Alternate Diploma				
Total Carnegie Units Earned at End of Program of Study				

Appendix A.F

ALTERNATE DIPLOMA COURSE SELECTION FORM

Name: _____ DOB: _____ Senior Snapshot Year: _____

<p>9th Grade Alternate Diploma Courses:</p> <p>____ Alternate English Elements I ____ Alternate Math Elements I ____ Alternate Biology Elements* ____ Career Readiness I ____ Life Skills I ____ PE (.5 required to graduate) ____ Electives or Additional Alt Diploma Classes (2.5)</p>	<p>10th Grade Alternate Diploma Courses:</p> <p>____ Alternate English Elements II* ____ Alternate Math Elements II ____ Alternate Science II ____ Alternate History Elements ____ Career Readiness II ____ Life Skills II ____ Electives or Additional Alt Diploma Classes (2)</p>
<p>11th Grade Alternate Diploma Courses:</p> <p>____ Alternate English Elements III ____ Alternate Algebra Elements* ____ Alternate Social Studies Elements ____ Alternate Health Elements ____ Career Readiness III ____ Life Skills III ____ Electives or Additional Alt Diploma Classes (2)</p>	<p>12th Grade Alternate Diploma Courses:</p> <p>____ Alternate English Elements IV ____ Alternate Math Elements III ____ Career Readiness IV ____ Life Skills IV ____ Ability Works (2) ____ Electives (2)</p>
<p>Elective Options:</p> <p>____ PE (.5 required) ____ Fine Art (1 required) ____ Nutrition & Wellness (.5) ____ Drug Ed (.5) ____ Family Dynamics (.5) ____ Safety Ed (.5) ____ Other: _____</p>	<p>Special Considerations/Notes:</p>
<p>Tentative Fall Schedule:</p> <p>1st _____ 2nd _____ 3rd _____ 4th _____</p>	<p>Tentative Spring Schedule:</p> <p>1st _____ 2nd _____ 3rd _____ 4th _____</p>
<p>State Testing:</p> <p>Biology I Date Taken: _____ Score: _____</p> <p>English II Date Taken: _____ Score: _____</p> <p>Algebra I Date Taken: _____ Score: _____</p>	<p>Credits Completed:</p> <p>_____ English (4) _____ Math (4) _____ Science (2) _____ History (2) _____ Career (4) _____ Life Skills (4) _____ Electives (2) _____ PE (.5) _____ Fine Arts (1) _____ Alt. Health (.5)</p>

Chapter 13: Discipline

Discipline Binders are created as a reference for administrators when it is necessary to assign consequences to students who receive special education services and have behavior goals and behavior plans.

Include the following information in the binder

- The Acknowledgement of Receipt and Review of BMP/BIPs Forms
- Discipline Consequence Tracking Log
- The PLAAFP
- All behavior goals
- Behavior Modification Plan or Behavior Intervention Plan

Notes

- Create a binder for each administrator in your building.
- Behavior Intervention plans and Behavior Modification plans are part of the student's IEP and must be followed.
- If the plans are not followed, the student's behavior will be considered a manifestation of **their disability**.

DCAC Placement Procedures:

Homeschool Responsibilities

- Homeschool Case manager will communicate with SPED staff at DCAC regarding student's academic and behavioral progress weekly.
- Homeschool case manager will ensure DCAC staff has a copy of student's IEP, FBA/BIP, sensory diets, and/or any other pertinent information.
- Homeschool case manager will provide ESY data collection items and send to DCAC staff if student is attending DCAC in which a break of instruction will occur.
- Homeschool case manager and DCAC SPED staff will collaborate on any IEP meetings that are needed while student is attending DCAC. Meetings that include but not limited to: ESY, lack of progress, disciplinary hearings, re-evaluations, and/or annual meetings.
- Homeschool Case manager and DCAC case manager will collaborate on the paperwork responsibilities for IEP meetings.
- Homeschool Case manager will compose students' annual IEP if the student is attending DCAC.

DCAC Staff Responsibilities

- DCAC staff will follow student IEP's and provide services, accommodations, modifications, supports as documented in the IEP.
- DCAC staff will provide a copy of student's IEP and behavior plan to DCAC General Education teachers.
- DCAC staff will administer requested data collection items (ESY, academic work, progress, etc.) and return to homeschool in a timely manner.

- DCAC staff will gain hearing/vision screeners for any re-evaluations needed.
- DCAC staff will assist homeschool with data collection regarding report of progress while the student is attending DCAC. The feedback sheet is not data collection.
- DCAC staff request IEP meetings when needed and ensure homeschool is included.
- DCAC staff will communicate with homeschool regarding student's return back and facilitate IEP meeting to review goals, strategies, and expectations upon return.

Magnolia Procedures

1. If the IEP team decides to place a student at Magnolia, make the needed changes as outlined below.
2. Before you finalize the IEP, email Magnolia School MET chair. Information will be reviewed to ensure it is correct for Magnolia. Magnolia school can also answer any questions you may have as you make the needed changes.
3. For K-8 students: After you have completed the paperwork, email your sped supervisor to let her know you have files ready for transfer.
4. For 9th-12th students: The files for these students will remain at the home school.
5. Home schools will be required to fix any mistakes in paperwork for meetings held before the student begins attending Magnolia.
6. IEP meetings may be called to discuss progress, without intending to begin a transition back to the home school.
7. The principal of the home school will be contacted with a 'heads up' for any student who is recommended to begin an initial transition. The IEP team will determine future IEP meetings for transition review.

IEP Changes on the Review/Revision page

1. Document the reason the student will attend Magnolia and include that Magnolia is a specialized homebound behavior program.
2. Document that the student will not participate with non-disabled peers while at Magnolia.
3. Document that the student will focus on core academic subjects (list the subjects) and behavior while at Magnolia.
4. Document the related services the student will receive at Magnolia, including the addition of transportation.
5. For 6-8 students, document that the Magnolia staff will provide instruction based on the district pacing guide. Grades will be reported to the home school. For K-5, instruction will be provided through Schoology, paper pencil provided by the home school or instruction provided by Magnolia teachers (decide and specify). For high school, instruction will be provided through Edgenuity or Schoology (decide and specify) with a teacher available to provide support. Also for high school, document that students work at their own pace, and they mostly determine how much time they spend on each subject area.
6. Document any other decisions made in the meeting.

On the Services tab

1. For any service at the home school (inclusion, resource, etc.) change the end date to the day of the meeting.
2. Add a new special education service based on chart below. Use the date of the meeting as the start date. Use the end date of the IEP as the end date.
3. Add transportation as a related service if needed. Be sure to mark 'yes' to the transportation question if the service is added.
4. For Supports for Personnel, end any supports that relate to a gen ed teacher/setting.
5. Add Supports for Personnel. "The sped teacher will provide teacher assistants and other support staff with information on implementing behavior plans and/or accommodations." (or something similar) Use the same dates as the new sped service. The area is specialized homebound behavior program. The setting is home/hospital.
6. For the LRE questions, you will need to make a statement about why the student is being placed in the specialized homebound behavior program. Include that the student will not interact with non-disabled peers while at Magnolia. You may use the same statement for all 3 questions that require an explanation when you mark 'no.'
7. For Placement Decision, mark 'Home Instruction.'
8. For MSIS Classification for LRE, mark 'SH-Home/Hospital.'

Note: Example of how services should be listed is located in appendix D.A..

Future Revisions

1. The Magnolia staff will be responsible for maintaining the paperwork for IEP meetings while the files are at Magnolia. Exception: any close due date (ROP, re-eval, annual) the home school will be required to complete.
2. The home school will be invited to attend scheduled IEP meetings via Teams.
3. After an IEP meeting, the MET at the home school will be provided a copy of the IEP Information Form in an email. The home school MET is responsible for keeping PowerSchool updated.

Disproportionality

What does significant disproportionality mean? Significant disproportionality means that a school district has students from a particular racial or ethnic group who are over identified in one or more of the following areas:

- Identification of children with disabilities (Eligibility for Special Education)
- Identification of children in specific disability categories (ex: ID)
- Placement of children with disabilities in particular educational settings. (Incidence, duration, and type of disciplinary actions—ISS, OSS, and/or expulsions).
- A formula is used to calculate risk ratio. A risk ratio is over 2.0 is considerable disproportionate. A district is considered significantly disproportionate when the risk ratio is over 2.0 for 3 consecutive years.

How does this affect the district?

- The district is required to set aside 15% of its budget for comprehensive coordinated early intervening services to serve students identified in the disproportionate groups and any other student who needs additional and/or behavioral supports.

- The district is required to review the policies, procedures, and practices related to discipline and identification of students with disabilities.
- The district will undergo intensive risk-based monitoring by Mississippi department of Education Office of Special Education to include:
 - ✓ Review of student files
 - ✓ interviews and focus groups
 - ✓ Classroom observations
 - ✓ Review of policies and procedures
- **Within 90 days of the on-site visit, a comprehensive monitoring report is sent to the district with recommendations for improvement. Evidence for verifications of correction is required.**

Appendix

Appendix D.A

Example Service Page for Magnolia Placement



Sped Services

K-2						
Service	Area	Duration	Frequency	Provider	Setting	Servicing School
Specialized Homebound Behavior Program	ELA	120 min	5x week	*Email Rebecca Rushmore for teacher name	home/hospital	Magnolia
Specialized Homebound Behavior Program	math	60 min	5x week	Same teacher as above	home/hospital	Magnolia
Specialized Homebound Behavior Program	science, social studies	30 min	5x week	Same teacher as above	home/hospital	Magnolia

3rd-5th

Specialized Homebound Behavior Program	ELA	130 min	5x week	*Email Rebecca Rushmore for teacher name	home/hospital	Magnolia
Specialized Homebound Behavior Program	math	120 min	5x week	Same teacher as above	home/hospital	Magnolia
Specialized Homebound Behavior Program	science, social studies	30 min	5x week	Same teacher as above	home/hospital	Magnolia

6th-8th

Service	Area	Duration	Frequency	Provider	Setting	Servicing School
Specialized Homebound Behavior Program	ELA, math	90 min.	5x week	*Email Rebecca Rushmore for teacher name	home/hospital	Magnolia
Specialized Homebound Behavior Program	science, social studies	45 min.	5x week	*same teacher as above	home/hospital	Magnolia

9th-12th

Specialized Homebound Behavior Program	specify subject area	45 min.	5x week	*Email Rebecca Rushmore for teacher name	home/hospital	Magnolia
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**For high school students, specify each subject area on a new line. On the Review/Revision page, indicate how the student will receive the work (Edgenuity, Schoology).

Appendix D.A

Chapter 14: MET Chair InformationSummer Responsibilities

- Participate in creating schedules for SPED students and SPED Teachers
- Communicate with school psychologist regarding testing
- Participate in eligibility meetings
- Ensure IEPs are developed within the 30-day timeline
- Update confidentiality postings
- Attend MET Chair Meetings/Trainings

Prior to the start of school

- Update PowerSchool and EDPlan
- Create/update SPED Behavior/Discipline Notebook for administrators
- Request any files needed for transfer
- Ensure SPED teachers have access to students' IEPs on caseload
- Ensure SPED teachers have collaborated with and provided general education staff copies of SPED paperwork and have signed documentation of receipt.

School Year

- Facilitate MET meetings (at least monthly) with SPED teachers
- Track all timelines and due dates
- Communicate with school psychologist regarding the testing process
- Attend scheduled MET trainings/meetings facilitated by the SPED department
- Communicate with your area supervisor
- Review all paperwork to ensure errors have been corrected before uploading to EDPlan and sending your Area Data Clerk the IEP Information Form (Blue Form)
- Mentor/support SPED staff
- Read and share the weekly MET Update with SPED staff
- Collaborate with State Test Coordinator regarding changes to testing level/accommodations for students.
- Collaborate with the MSIS clerk when changes are made to testing level
- Provide MSIS clerk with a copy of the Blue Form when changes are made to testing level
- Responsibilities may vary from school to school based upon principal's and/or SPED Director's requests

End of School Year

- Turn in transportation forms to Victoria Carey
- File ended year IEP and ESY to Blue folder
- Check that all annual IEPs have been finalized in EDPlan
- Transfer files for promoted students to feeder school
- Turn in caseload numbers upon request
- Turn in related services list upon request
- Complete all schedule forms for returning students
- Update Body of Evidence in green folder for students 13 or older

Receipt and Review of IEP'S

- Before school begins, make copies of your students' IEPs on your caseload for all general education teachers who will provide instruction to them.
- Review the accommodations and services with the general education teacher(s).
- Review behavior plans, if applicable, with the general education teacher(s).
- Answer any questions the general education teacher has.
- Complete the Acknowledgement of Receipt and Review of Individualized Education Programs (IEPs).
- The general education teacher and the SPED caseload manager (SPED teacher) signs the acknowledgement.
- Provide a copy of the signed form to the general education teacher and retain the original in a separate folder with the IEPs.
- High schools should complete these procedures every 9 weeks.

Failure Meetings

When students are failing/struggling in school, the Case manager and/or MET chair should

- Hold an IEP meeting for the student who is not making adequate progress.
- During the IEP meeting, the team should discuss:
 - ✓ Is the student lacking motivation?
 - ✓ Does the student need additional accommodations?
 - ✓ Are there specific skills the student is not mastering?
 - ✓ Does the student need additional services?
 - ✓ Is the student having attendance concerns?
 - ✓ Is the student having behavioral concerns?

Note: If progress is not made, the IEP team should meet approximately once a month to continually address the students lack of progress.

MET Hours: Federal Funds

MET Hours Amounts

- Each school gets 30 MET hours @ \$30 per hour per year. These hours are for extra duties that come along with being a MET Chair.

Shared MET Chairs

- If your school has 2 METs, you will get 15 hours each. In this case, each person would be approved for 15 hours and those hours CANNOT be shared between METs.

Board Approval

- Once the hours are Board approved, you should receive an email with special instructions on clocking in. You CANNOT work any hours before the hours are Board approved. If

you do, the hours worked will be considered voluntary and you will NOT be paid for those hours.

Notes

- MET hours are to be used outside your regularly scheduled day
- If your set schedule is 7:30 AM-3:30 PM, you CANNOT clock in as MET until 3:31 PM
- These hours must be used on campus. Do NOT clock in as MET, leave campus and return the next day, then fill out a missed punch form.
- *These funds are federal funds. You must clock in as MET and clock out*

Note: Your time-keeper can look up your time in Kronos. The special code is 1291. If she/he cannot look it up, she/he will need to contact her payroll contact at Central Services. I know how busy you are, but please be responsible and keep up with your hours. Any amount of time that you go over what the Board has approved will be considered voluntary.

Purchasing

- All requisitions must be accompanied by two (2) signed and dated quotes (See Example)
- The items must be “an apples to apples” comparison
- Both pages of the requisition forms must be completed. (See Forms)
- If the requisition is not complete, it will be sent back to you for completion
- Make sure all items are necessary and reasonable
- Request will be checked carefully
- After your item(s) have been ordered, you will receive a confirmation packet on the Pony letting you know your order has been faxed to the company.
- Most orders arrive within 10 to 14 days

Packing Slips

When your order arrives, do the following

- Check to make sure all items are received by matching the items to the packing slip
 - If your package does not have a packing slip, use a copy of the purchase order you received
 - Follow the instructions below after you have checked items in on the copy of the purchase order.
 - We MUST have verification from you that ALL items were received.
- Check to make sure items are not damaged
 - Notify us immediately if your order is damaged
 - Companies are less likely to fix problems when they are not notified in a timely manner
- Write “All Items Received” on your packing slip or indicate what item is missing
- Sign and date the packing slip and send it to Shawn Krumm immediately.
 - We have a timeline for paying invoices
 - We CANNOT pay without the packing slip

Copiers, Printers, and Supplies

- District pays for all copy machines
- SPED cannot pay for copier or printer supplies
- SPED purchases 15 cases of paper for every school
- Cases of paper are to be used by SPED staff for printing IEPs, behavior plans and other paperwork NOT required by the general education teachers
- This should be above and beyond what the school should provide

Fixed Assets

- Please encourage your SPED teachers to create a list of fixed assets and tape it to the back of their classroom door
- If you need to transfer an asset, please check with your AP who handles the assets for your school
- Make sure you have a check out form on items being shared between classes
 - Check out form should be kept for shared items for long or short term
- **REPORT LOST OR STOLEN EQUIPMENT IMMEDIATELY**
 - This could be the difference in you paying for lost or stolen equipment!

Note

- *A FIXED ASSET INVENTORY LIST WILL BE SENT TO THE AP AT YOUR SCHOOL. THIS GIVES YOUR SCHOOL TIME TO GET SETTLED AND MAKE TRANSFERS TO EQUIPMENT MOVED OVER THE SUMMER.*
- *THE SPED FIXED ASSET AUDIT WILL START SOMETIME IN THE SPRING OF 2023.*

Timelines

- **Child Find Meetings:** A child find meeting must be held within 14 days after a parent, teacher, principal, etc. requests the meeting.
- **Initial Evaluations**
 - ✓ The evaluation report is due from the psych to the MET chair **60 days** from the day the Informed parent consent (IPC) is obtained.
 - ✓ Once the MET chair receives the evaluation report, they will send it to the parent. The parent should have **7 days** prior to the meeting to review the report.
 - ✓ The eligibility meeting must be held **14 days** after the report date.
 - ✓ Initial IEP must be place **30 days** after the eligibility meeting is held.

Notes:

1. Students who are out of state transfers and need additional assessment are considered initials and are on the 60 day timeline.

2. Students who have a L/S only ruling and are submitted for a comprehensive assessment are not considered initials are not on a 60 day timeline.

- **Re-Evaluations:**
 - ✓ All Re-evaluations are due before the 3-year re-evaluation date.
 - ✓ Desoto County Schools' procedure is for all students with the eligibility of Developmentally delayed to have a comprehensive re-evaluation completed 6 months prior to their 10th birthday.

- **IEP Information Forms:**
 - ✓ All IEP information forms need to be submitted to your area data clerk 7 days from the time any review/revision meeting is held.
 - ✓ If a student is determined to be ineligible, a form must still be submitted and all paperwork should be uploaded into Edplan.

PowerSchool Procedures

- After a meeting is held, the IEP information form will be given to the MET chair.
- The MET chair will enter the information into PowerSchool on the Special Education page and then give the IEP information form to the MSIS clerk to make changes.
- The MSIS clerk will date/initial and give back to the MET chair who will then send to his/her area data clerk within 7 days.

IEP Information Form includes

- Child's eligibility
- IEP date
- Next IEP date
- Evaluation date
- Three-year evaluation date
- SPED mainstream percentage
- SPED main teacher number
- Main teacher name
- Any related services
- Any related services (Related Service, Start and End Date, Related Service Teacher Number or Name)
- The services below will be always have the following Teacher Name and Number:
- Transportation – Levi Williams 62968
- P/T – Robin Smith 64991
- Psych Services – Jessie Nicklay
- Audiology – Katherine O Connor 62556
- Speech Language –Speech Provider at your school will be entered
- O/T – O/T Provider at your school will be entered

SPED Teacher Responsibilities (This list does not encompass all responsibilities of a SPED teacher)

Special Education Teacher responsibilities include but not limited to

- Read student's IEP's and red folders.
- Maintain organized student files
- Communicate with parents
- Complete Reports of Progress for all student goals at the specified times and send a copy home.
 - ✓ Initiate IEP meetings to discuss lack of progress that is reported on Report of progress.
- Respect and adhere to timelines (annuals, re-evaluations, initials, requests for testing)
- Complete all paperwork accurately
- Provide services based on student's IEP and document services.
- Collaborate with IEP team members and/or related service providers.
- Ensure all related service providers are providing services based on student IEP's.
- Participate in district SPED training.
- Know your grade level standards and/or MS Alternate Academic Achievement standards.
- Upload all IEP documents into Edplan.
- Collect data on IEP goals and objectives.
- Additional school responsibilities may be added at the discretion of the principal.

SPED Assistant Responsibilities (This list does not encompass all responsibilities of a SPED Assistant)

Special Education Assistant Teacher responsibilities include but not limited to

- Provide services based on students' IEPs with direction from the SPED teacher.
- Participate in the implementation of student behavior plans.
- Attend trainings facilitated by the SPED department.
- Assist teacher with data collections.
- Assist teacher with recording data.
- Report student concerns directly and expeditiously to teacher.
- Assist with organization of supplies and classroom.
- Assist with lunch and/or recess if applicable.
- Assist students in the environmental setting (restroom, library, etc.)
- Assist students with daily functional and/or personal needs.
- Additional school responsibilities may be added at the discretion of the principal.

Personal Care Assistant Responsibilities (This list does not encompass all responsibilities of a PCA)

Personal Care Assistant responsibilities include but not limited to

- Perform clerical and organizational tasks as assigned.

- Monitor students across the school setting (hallways, playground, activity, classroom, etc).
- Supervise students during meals and snacks as needed (Based on independence level).
- Follow Classroom schedule and procedures.
- Provide specific personal care for students (Restroom use, repositioning, etc)
- Assist with classroom management by implementing class rules.
- Implement teacher designed instruction with student as assigned.
- Contribute ideas and suggestions related to instruction.
- Assure student is receiving related services as outlined in the IEP.
- Implement behavior plan as trained.
- Communicate student needs to General Education teacher and/or Special Education teacher.

SCD Determination

- SCD Determination must be discussed annually.
- All 3 SCD Standards must be reviewed and the answer to each question **MUST** be YES in order to meet the criteria for having a significant cognitive disability.
- The SCD Guidance Document should be included in the yellow folder for EVERY student that is determined to meet the criteria for having a significant cognitive disability. The name, score and date of the most recent cognitive assessment and adaptive behavior measure should be included on the form. *Appendix M.D*
- If the student meets the criteria for SCD they will participate in MAAP-A and the IEP goals will be aligned to the grade level Alternate Academic Achievement standards.
- The parent should be provided with the Exit Option Fact Sheet and made aware of the diploma options available for a student with a significant cognitive disability (even if they are NOT transition age yet).
- MSIS will need to be coded 56 or 58 (depending on the student's age) to indicate the student has met the criteria for SCD and will participate in MAAP-A.

Special Transportation Decision Matrix

- Utilize the transportation matrix when determining the transportation needs of special education students.
- The transportation matrix is listed in Edplan under district documents and was revised on 6/30/22.
- The transportation matrix should be utilized minimally once a year during the student's annual IEP meeting.
- The transportation matrix must be completed even if the student utilized Special transportation during the previous school year.
- When answering the questions, a student must qualify in one of the areas listed by answering the questions.
- If the student exhibits an extenuating circumstance that is not listed on the form, please contact your area supervisor.

Section 504 and IDEA

For information regarding section 504 and IDEA, refer to appendix M.F, appendix M.G, and appendix M.H.

Additional Resources/Information

For information regarding additional resources and information refer to appendix M.I, M.J, M.K, and M.L.

Appendices

Appendix M.A:	Supply Requisition Form
Appendix M.B:	Quote Specifications example
Appendix M.C:	How to run a SPED roll in PowerSchool
Appendix M.D:	SCD Determination Guidance Document
Appendix M.E:	SPED transportation Decision Making Matrix
Appendix M.F:	Information regarding section 504
Appendix M.G:	Frequently asked questions about section 504 and IDEA
Appendix M.H:	What's the difference between a 504 and an IEP?
Appendix M.I:	Access for All Guide 2.0
Appendix M.J:	Family Guides to SPED Services
Appendix M.K:	Share Point
Appendix M.L:	Training Schedule for the 2023-2024 school year
Appendix M.M:	File Transfer link and QR

**DESOTO COUNTY SCHOOLS
Special Education IDEA/Preschool
Supply Requisition Form**

NO activity should be initiated until written approval of this requisition is received from the Special Education office. Activities and/or payments conducted prior to receipt of written approval will not be approved or reimbursed. This form has 2 sides.

★ THIS FORM IS FOR SUPPLY ORDERS ONLY. DO NOT USE THIS FORM FOR CONFERENCES OR TRAVEL. ★

Date Requested: _____ Date Required: _____

Name: _____ School: _____

Email address: _____ Position: _____

Vendor Name & Payment Address: _____

Phone #: _____ Fax #: _____ Website: _____

Please ✓: Preschool Instructional K-12 Instructional

	Qty	Product #	Description	Price ea.	Discount Amount	Total price
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

FOR OFFICE USE ONLY: ORG: _____ OBJ: _____ PROJ: _____

VENDOR# _____

	Qty	Product #	Description	Price ea.	Discount Amount	Total price
15						
16						
17						
18						
19						
20						
21						
22						
23						
Shipping/Handling (an amount must be included; contact the vendor to attain and accurate shipping quote.)						

(Please use an additional sheet if more items are desired.)

Total: \$ _____

Please complete the following:

How do you plan to use the above supplies in your classroom: _____

How are the above supplies incorporated into the IEP's of the students in your classroom? _____

Before submission of this requisition to the Special Education office (please ✓:)

- All information is complete and correct
- 2 Quotes are required on the *Quote Specification sheet* once the \$5,000.00 threshold per vendor is met.
- If cooking or cleaning supplies for community based or occupational guidance class attach copy of lesson plan showing how the items will be used in the classroom
- Signatures of teacher requesting material, MET Chair and Principal

Signature of Teacher: _____ Date: _____

Signature of MET: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Special Education Financial Supervisor: _____ Date: _____

Signature of Special Education Director: _____ Date: _____

In the search bar in Powerschool type in the information below:

S_MS_STU_X.IEPInd=Y

Click on the magnifying glass symbol

Click on Quick Export (Bottom Righthand Corner)

Copy and paste the information below into the blank box and click submit:

SchoolID

Student_Number

LastFirst

Grade_Level

DOB

sped_main_teacher_name

sped_mainstream_percentage

sped_disability

sped_iep_date

sped_evaluation_date

MS_GradeCode

Sped_Rel_Service#1_Teacher_Name

Sped_Rel_Service#2_Teacher_Name

Sped_Rel_Service#3_Teacher_Name

Sped_Rel_Service#4_Teacher_Name

A roll will generate with the above information into an excel document. You might need to get your IT person at the school to set it up for you.



SCD Determination Guidance Document

SCD Standard 1: The student demonstrates **significant cognitive deficits and poor adaptive skill levels** (as determined by the student’s comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.

The student has an IQ score or developmental level two or more standard deviations below the mean.	True	False
The student is not able to exhibit adaptive skills that would allow him/her to function independently and safely in daily life.	True	False
With accommodations/modifications in place, the student is not able to participate in and make progress in the standard academic curriculum.	True	False
The student meets the criteria for SCD Standard 1 (must mark True to all statements in order to mark Yes).	Yes	No

SCD Standard 2: The student consistently requires extensive direct instruction in both **academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.

The student consistently requires extensive repeated, individualized instruction and support that is not of a temporary or a transient nature, in both academic and functional skills in order to gain educational benefit.	True	False
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	True	False
The student meets the criteria for SCD Standard 2 (must mark True to all statements in order to mark Yes).	Yes	No

SCD Standard 3: The student’s inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

The student’s absences may be excessive and/or extended, but are not the primary reason the student cannot complete the standard academic curriculum.	True	False
The student’s inability to complete the standard academic curriculum is not primarily due to one of the following: Specific Learning Disability, Emotional Disability, Language/Speech Impairment, Visual Impairment, Hearing Impairment, Orthopedic Impairment and/or Other Health Impairment	True	False
The student meets the criteria for SCD Standard 3 (must mark True to all statements in order to mark Yes).	Yes	No

Does the student meet the criteria for all three (3) SCD Standards?

YES



The student is considered as having a Significant Cognitive Disability. The student’s instruction should be based on the Alternate Academic Achievement standards and will participate in the MAAP-A.

NO



The student is not considered as having a Significant Cognitive Disability. The student’s instruction should be based on the MS College and Career Ready Standards and will participate in the MAAP.

	Name of Assessment	Composite Score	Date of Assessment
IQ			
Adaptive Behavior			

*This document may be kept on file with the student’s IEP.

Special Transportation Decision Matrix

Directions: Please choose a section that may require a student to ride the special education bus. Fill out the appropriate section and provide any additional documentation requested. Upon filling out the section, send this form along with the transportation form to Vicki Carey (45ictoria.carey@dcsms.org). DO NOT SEND IN THE TRANSPORTATION FORM WITHOUT AT LEAST ONE SECTION COMPLETED.

Accessibility

Is the student non-ambulatory?	YES	NO
Does the student have an existing health/medical/disability that hinders the safety of the child or others and/or requires an aide? Existing health conditions such as but not limited to: seizures, visually impaired, hearing impaired, and/or non-verbal.	YES	NO
Is the student attending an early childhood program to receive special education services, identified in his/her IEP?	YES	NO
Does the student attend a district-wide program due to the student's disability?	YES	NO
Is the student non-verbal OR is unable to communicate needs to the bus driver?	YES	NO

***If the answer to **one or more** of these questions is YES, then move forward with adding Special Transportation as a related service. If the answer to all questions is NO, then proceed to the next section.*

Behavior

Does the student have behavioral incidents that result in disciplinary logs on the regular education bus?	YES	NO
If the above question is YES, does the student have a bus behavior plan for the regular education bus with data that supports effectiveness or lack thereof? If so, attach the review 360 data.	YES	NO
Has the Bus behavior plan been reviewed/revised by the Positive Behavior Specialist? If so, attach the summary of revision from the IEP meeting.	YES	NO

***If the answer to **all three** questions is YES, then move forward with adding Special Transportation as a related service. Fill out the Special Transportation information and send it to Vicki Carey (45ictoria.carey@dcsms.org). If the answer to one of the questions is NO, please complete the section and contact SPED Supervisor for further guidance if an extenuating circumstance has occurred.*

Change of Placement

Is the student attending an alternate placement?	YES	NO
Did the student require Special Transportation when the student attended his/her home school?	YES	NO

*If the answer to **both** questions in this section is YES, then move forward with adding Special Transportation. If the answer to one or more question is NO, and you feel the student requires SPED transportation; please contact SPED Supervisor to discuss the rationale.*

Extenuating Circumstances

If there is an extenuating circumstance that needs to be considered that does not fall into any of these categories, please contact your area supervisor.

Section 504 of the Rehabilitation Act of 1973

What is Section 504?

Section 504 of the Rehabilitation Act is a civil rights act prohibiting discrimination based on disability. It was enacted to eliminate barriers that exclude persons with disabilities. Section 504 applies to all agencies that receive federal funds, including public schools and federal agencies. All staff and administrators have the responsibility of insuring that all students with disabilities are identified, evaluated, and provided with needed accommodations and services, resulting in a free appropriate education (FAPE). Section 504 is enforced by the U.S. Department of Education, Office of Civil Rights.

Public school districts have the duty to provide a free appropriate public education to all qualified disabled students. A FAPE must include an education designed to provide educational benefit despite the child's disability, it must be at no cost to parent, and it must be provided in an environment that affords the greatest exposure to non-disabled peers. Source: <http://secacpa.org>



Source: <https://www.wig-schoolcounselor.org>

Q: Is it a "Child Find" meeting or a "504" evaluation meeting?

A: When unsure of what type of meeting to initially schedule, contact your area SPED Supervisor or DCS 504 Coordinator.

Q: If a parent asks for their student to be tested for Special Education, does it matter if the student is already eligible for Section 504?

A: Yes, it matters. If a student is already eligible for Section 504, the 504 team should meet to make any further decisions concerning the student.

Q: How do I know if a student is already eligible for Section 504?

A: A student's 504 eligibility is indicated in PowerSchool: CUSTOM SCREENS → 504.

Q: Can a student with an IEP have a 504 plan too?

A: Speech/Language is the only SPED eligibility category where a student can have Section 504 eligibility and accommodations. The IEP team will complete a Section 504 evaluation if the student has an impairment that does not meet IDEA eligibility requirements but is suspected to substantially limit one or more major life activity of the student. If a Section 504 eligibility is established, 504 accommodations are written in the IEP. When the student is dismissed from Speech/Language the 504 team will meet to create a 504 Plan. In MSIS, the student will be coded as SPED not 504.

Q: Can a student's eligibility change from 504 to SPED?

A: Yes, a student with current 504 eligibility can be comprehensively assessed for Special Education. If the student meets IDEA requirements the student is dismissed from Section 504 an IEP is developed.

Q: What should take place when a student is dismissed from SPED?

A: Once a reevaluation is completed and the student is no longer eligible for Special Education, the MET team should make a referral for a 504 evaluation. The referral should be made to the school's 504 Coordinator and the 504 evaluation meeting will take place within 14 days of the request.

Q: What should the next step be if a student is comprehensively assessed and determined not to be eligible for SPED?

A: Contact your area SPED Supervisor or DCS 504 Coordinator.



What is the Difference between a Section 504 Plan and an IEP?

	Section 504 Plan	IEP (Individualized Education Program)
Type of Law	Civil Rights	Education
Eligibility Requirements	Disability significantly impairs a major life function (may not have an educational impact)	Disability must: <ul style="list-style-type: none"> • Meet criteria under IDEA • Significantly impact educational performance • Require specialized services
Includes	Mostly accommodations, sometimes modifications and related services	Accommodations, modifications, courses, related services
Age	No age limits	3 to 21 years
Length	Paperwork can be used as a guide for college	Ends with high school graduation
Committee in School	Optional based on school policy	Mandatory
Dispute Rights	Less recourse	Parents/guardians have due process and procedural safeguards
Parent Involvement	Recommended	Required
Federal Funding	None	Yes

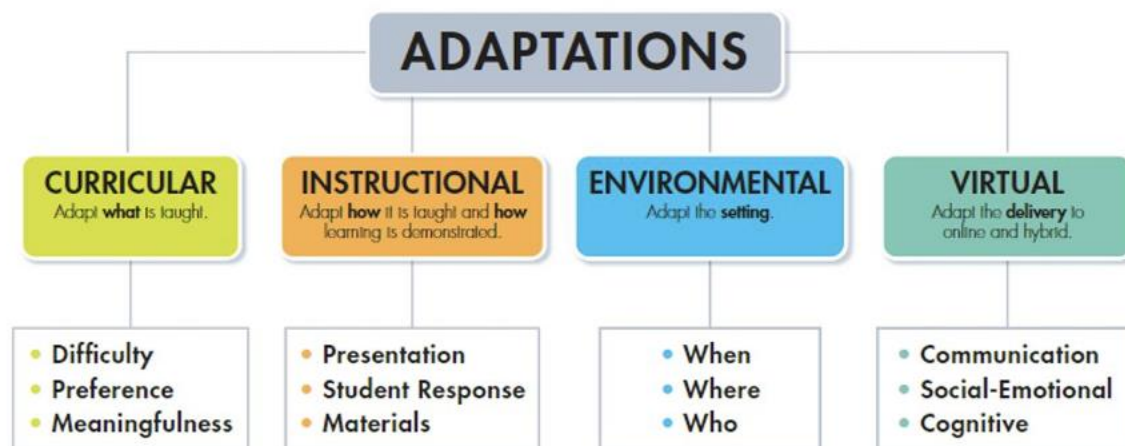
General Relationship Between ADA, 504, and IDEA



Appendix M.I Access for All Guide 2.0

TIPS for Using ACCESS FOR ALL GUIDE 2.0

- Provides suggested Curricular adaptations for: Difficulty, Preference, Meaningfulness
- Provides suggested Instructional adaptations for: Presentation, Student Response, and Materials
- Provides suggested Environmental adaptations for: When, Where, and Who
- Provides suggested accommodations for students based on the area of deficit that can be shared with Gen Ed Teacher to ensure we are providing SDI rather than blanket accommodations.
- Use when writing IEPs to select accommodations that are recommended for students based on deficit area.
- Links to resources for instructional strategies.



Family Guides

What is in each Family Guide?

- Defines disability and indicates common acronyms.
- Explains evaluation requirements.
- Provides definitions of commonly used SPED vocabulary.
- Tips on ways parents can help at home.
- Tips on successful parent-teacher communication.
- Tips on ways to support SLD students in specific content areas.
- Resources specific to each disability category.
- Information on participation in state-wide testing for SCD students.

Tips for use:

- Provide specific disability category to parent when a student becomes eligible for special education.
- Provide teachers information about each disability category so they can provide parents with suggested ways to help their child and ways to support students in their classroom.
- Provide teachers with the tips on successful parent-teacher communication to help lay a foundation at the beginning of each year for a strong collaborative relationship.
- Provide teachers and parents with basic information on commonly used acronyms and vocabulary used in special education.

SharePoint

What is SharePoint?

- SPED Curriculum SharePoint is a secure place to store, organize, share, and access information and materials that are helpful to DCS SPED teachers.

How do I access SharePoint?

- Go to your waffle in Microsoft Office. Left click on the waffle. Scroll down to SharePoint and left click. All SharePoints you are following will appear in a list. Select SPED Curriculum.

Don't see SPED Curriculum in your following list?

- If SPED Curriculum is not listed in your following group, you are not a current member. To become a member email tanya.keck@dcsms.org and request to be added. A link will be sent that you click on, go to the far right of that screen and click on the star. You will now see it each time in your following list.

How to find things in SharePoint?

- The Home page will have links to essential sites (click on the picture and it will take to the site), pictures of what SPED teachers are doing around the district, Curriculum News on new info and materials to help you teach, the most recently added Documents, and quick links to some favorite websites shared by teachers across the district.

Looking for something specific like a training PowerPoint?

- Click on Documents at the top of the page. Scroll down the list looking for the key word/topic (folders are in alphabetical order) Teacher Trainings & Info and click. Each training is listed with a copy of the PowerPoint and any other materials provided at that time.

What will I find in SharePoint?

- Access to electronic versions of curriculum purchased for SPED including. Materials include items for:
 - CBC: Attainment Math, ELA, Personal Care, Social Studies, Connections in the Workplace, Living on Your Own, and Pre ETS
 - Learning Lab/Tutorial : Study Skills and Strategies lessons, Scholastic Magazine lessons, i-Ready lessons
 - Pre-Vocational (MS/HS age students): Pre ETS Job & Career Exploration, Work Based Learning, Post Secondary Training, Workplace Readiness 1 & 2, Self Advocacy
 - Brigance subtests & answer booklets

- **Links to:**

- Access for ALL Guide 2.0
- High Leverage Practices in SPED
- MDRS Referral
- MS AAA Standards & Teacher Resource Guides (TRGs)
 - MS College & Career Readiness Standards & Scaffolding Documents
 - SDI Guidance Document

Samples of:

- Lesson plans for CBC and MS Resource
- Anchor charts ideas
- Adapted Book materials
- Literature lessons

Take and Make Materials for:

- task boxes
- file folders
- work binders
- adapted books

Teacher Trainings & Info including:

- All DCS SPED Trainings
- MDE Trainings offered by DCS
- Building Level Trainings provided by SPED dept
- Teaching Resources on Co-Teaching and Instructional Strategies
- Transition: activities, assessments, parent information, and required GREEN FOLDER documents

July 11	AR/CBC Back to School Meeting	Computer Lab - CS
July 12	AR/CBC Back to School Meeting	Inservice Room - CS
July 18	504 Coordinator Training – New – All Day	Federal Programs Conf Room - CS
July 20	New SLP Training	Curriculum Conf Room - CS
July 24	MET Training - Elementary	CTC- West
July 24	504 Coordinator Training – Returning (1/2 Day)	Federal Programs Conf Room - CS
July 25	MET Training - Secondary	CTC - West
August 2	CBC/AR Back to School Meeting	Inservice Room - CS
August 2	PCA Training (1/2 Day)	DCHS
August 11	SPED Pre-K Training	Inservice Room - CS
August 14	New SPED Teacher Training (1/2 day)	Board Room - CS
August 15	SLP Meeting	Board Room - CS
August 18	New SPED Teacher Training (1/2 day)	Board Room - CS
August 21	New MET/STC Testing and Acc. Training (1/2 day)	Inservice Room - CS
August 24	Veteran MET/STC Testing and Acc. Training	Inservice Room - CS
September 5	IEP 101 Training on Present levels and goals. (1/2 day) 8:30-11:30 12:30-3:30	Board Room-CS
September 6	IEP 101 Training on Present levels and goals. (1/2 day) 8:30-11:30 12:30-3:30	Desoto Central High School
September 7	IEP 101 Training on Present levels and goals. (1/2 day) 8:30-11:30 12:30-3:30	Horn Lake High School
September 8	IEP 101 Training on Present levels and goals. (1/2 day) 8:30-11:30 12:30-3:30	Olive Branch High School
September 11	Ed Plan Training - New Teacher ½ day ESY Training- New Teacher ½ day ✓ <i>New Teachers will receive a <u>half day session</u> with Ed Plan and a half day session for ESY.</i>	Inservice Room Board Room- CS
September 14	Veteran and NEW CBC/AR Teacher Meeting (1/2 day)	Board Room-CS
September 21	Ed Plan Training (Optional)- Veteran Teachers	Inservice Room - CS
September 25	Ed Plan Refresher (Optional) – MET Chairs	Inservice Room - CS
September 27	Ed Plan Training - New Teacher ½ day ESY Training- New Teacher ½ day <i>New Teachers will receive a <u>half day session</u> with Ed Plan and a half day session for ESY.</i>	Inservice Room – CS Board Room- CS
September 28	Ed Plan Training - New Teacher ½ day ESY Training- New Teacher ½ day <i>New Teachers will receive a <u>half day session</u> with Ed Plan and a half day session for ESY.</i>	Inservice Room-CS Board Room-CS

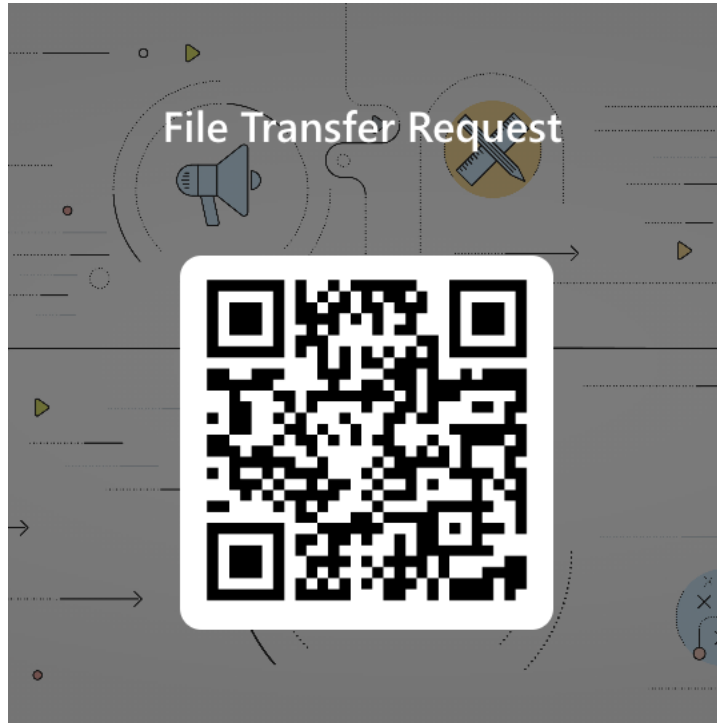
Appendix M.L

October 3	NEW and Veteran CBC/AR IEP Training Elementary (1/2 day)	Inservice Room - CS
October 5	NEW and Veteran CBC/AR IEP Training Secondary (1/2 day)	Inservice Room - CS
October 12	NEW MET Chair Meeting (8 – 11:30)	Inservice Room – CS
November 7	NEW and Veteran CBC/AR Meeting Elementary (1/2 Day)	Inservice Room - CS
November 8	New MET Chair Meeting (12:30 – 3:30)	Inservice Room - CS
November 9	NEW and Veteran CBC/AR Meeting Secondary (1/2 Day)	Inservice Room - CS
December 5	NEW and Veteran CBC/AR Meeting Elementary (1/2 Day)	Inservice Room - CS
December 7	NEW and Veteran CBC/AR Meeting Secondary (1/2 Day)	Inservice Room - CS
January 9	NEW and Veteran CBC/AR Meeting Elementary (1/2 Day)	Inservice Room - CS
January 11	NEW and Veteran CBC/AR Meeting Secondary (1/2 Day)	Inservice Room - CS
January 25	New MET Chair Meeting (8 – 11:30)	Inservice Room - CS
February 6	NEW and Veteran CBC/AR Meeting Elementary (1/2 Day)	Inservice Room - CS
February 7	Veteran MET Chair Meeting (12:30 – 3:30)	Inservice Room - CS
February 8	NEW and Veteran CBC/AR Meeting Secondary (1/2 Day)	Inservice Room - CS
March 5	NEW and Veteran CBC/AR Meeting Elementary (1/2 Day)	Inservice Room - CS
March 7	NEW and Veteran CBC/AR Meeting Secondary (1/2 Day)	Inservice Room - CS
April 2	NEW and Veteran CBC/AR Meeting Elementary (1/2 Day)	Inservice Room - CS
April 4	NEW and Veteran CBC/AR Meeting Secondary (1/2 Day)	Inservice Room - CS
May 2	NEW and Veteran CBC/AR Meeting All (1/2 Day)	Inservice Room - CS

The AR/CBC Back to School Meetings on July 11 or 12 is the same meeting on August 2.
 The AR/CBC teachers were provided with a schedule. All new AR/CBC teachers must attend all monthly meetings. Veteran teachers have four required meetings (July/August, October, December, May) and should choose two others to earn CEUs.
 All ½ day meetings will have a morning and afternoon session.
 CPI training schedule will be sent out soon.

File Transfer

<https://forms.office.com/r/JisGKJV45c>



Chapter 15: Edplan

Log in and General Information

- Username is your email address, password is whatever you determined. If you are new to DCS or SPED, your password is Desoto2023!
- Students will be assigned to you by your MET Chair. If you are missing a student record on your caseload, contact your MET Chair.
- EDPlan has videos on the main page that will guide you through various processes
- If a student moves to another school within the district, contact your area data clerk to request a change in schools. If a student moves out of district, contact your area data clerk to request the records be inactivated.

Uploading Information

- All paperwork generated from an Eligibility, IEP, Child Find, Consent to Evaluate or Dismissal meeting must be uploaded to EDPlan within 7 days of the meeting.
- Make sure the paperwork is in order and all facing in the upright position before scanning.
- Paperwork should be named according to the meeting.
- For example: ESY_ 3/24/22; annual_2/12/22; RR_ 1/21/22

DCS Forms that are in Edplan under District Documents on the main page

- Initial Evaluation Checklist
- In-State Checklist
- Programming Only Checklist
- Out of State Transfer Checklist
- Re-evaluation w/ No Additional Assessment Checklist
- Review/Revision Checklist
- IEP Amendment Form
- Request for Homebound
- Request to Invite an Outside Agency
- Revocation of Consent
- Release of Information/Medical Release
- Transportation Form
- SPED transportation decision matrix

Completing Review/Revisions in Edplan

Initial Steps

- Pull up student record
- IEP Process
- IEP Overview
- Use the dropdown window to select “revise” and enter the date of the meeting.
- All summary of revisions for the student’s calendar year should be listed with dates
- Enter the Summary of Revision
- SAVE!

During the Meeting/After the Meeting

- Make any changes to the IEP that are necessary
- Make sure to change the meeting participants
- Create a draft
- Review the draft and make any corrections necessary
- FINALIZE THE IEP

After the Meeting

- Complete Prior Written Notice.
- Upload all documents from the meeting into Edplan. (minutes, excusal forms, PWN, revised IEP, etc.)
- Once meeting has been held and the IEP has been finalized, complete the IEP information Form and give to your MET Chair to review.

Appendices: Services, Staff, and Requesting Services

Appendix SS. A:	Supervisory Staff
Appendix SS. B:	Data Clerks
Appendix SS. C	MET Chairs
Appendix SS. D:	Behavior Staff
Appendix SS. E:	When/How to request behavior services
Appendix SS. F:	OT/PT Staff
Appendix SS. G:	When to request OT/PT support
Appendix SS. H:	Homebound Staff/ Frequently asked questions
Appendix SS. I:	Homebound Expectations
Appendix SS. J:	Hearing Impaired/Vison Impaired Staff and information
Appendix SS. K:	Visual and Audiological referrals/Sign language interpreter requests
Appendix SS.L	Mississippi School for the Blind Information
Appendix SS.M	Mississippi School for the Deaf information

Special Education Supervisory Staff
2023-2024 Job Responsibilities



<p><u>Elisa Goss, Director</u> O: (662) 449-7142 / C: (901) 282-6581 Federal/State Compliance, Accountability, Finance, Legal Response, Psychologists/Evaluations</p> <p>HES/HHES/OGCES/HMS/HHS</p>			
<p><u>Mandy Lindsey,</u> <u>Assistant Director</u> O: (662) 449-7258 C: (901) 238-0176</p> <p>OT/PT ESY Homebound</p> <p>OES/CHES/CHMS/ CHHS/SMS</p>	<p><u>Monika Newson,</u> <u>Supervisor</u> O: (662) 449-7268 C: (901) 867-6933</p> <p>Elementary School Hearings JDC MAAP-A/SCD Determination</p> <p>LCES/WES HLES/SOES/HLIS/CDC SES/SIS</p>	<p><u>Carla Respass,</u> <u>Supervisor</u> O: (662) 449-7257 C: (901) 428-6586</p> <p>Preschool Head Start Transition C to B Speech Private School & Home School Child Find</p> <p>PHES/HSES/GES</p>	<p><u>Shannon Hall,</u> <u>Supervisor</u> O: (662) 449-7144 C: (901) 461-7016</p> <p>Audiology Hearing Impaired Visually Impaired Ed Plan Testing Accommodations</p> <p>LPS/LES/LIS/LMS/LHS</p>
<p><u>Kim Sandlin</u> <u>Supervisor -Behavior</u> O: (662) 449-7152 C: (901) 238-1576</p> <p>PBS/TI Supervisor Behavior Data Monitoring Day/Residential Treatment CPI Training</p> <p>HLMS/HLHS</p>	<p><u>Bailey Grace,</u> <u>Supervisor</u> O: C: (901) 455-5087</p> <p>Middle School Hearings Compliance Monitoring CCEIS</p> <p>LCM/LCH/DCP/DCE/ DCM/DCH</p>	<p><u>Ashley Privett,</u> <u>Supervisor</u> O: (662) 449-7132 C: (901) 509-5660</p> <p>High School Hearings Compliance Monitoring SPP/APR Indicators</p> <p>OBE/CES/OBI/OBM/ OBH/SHS</p>	<p><u>Tanya Keck,</u> <u>SPED Curriculum & Instruction Coordinator</u> O: (662) 449-7192 C: (901) 867-6926</p> <p>Mentor Teachers SDI Self-Contained Programming Alternate Standards Transition</p>
<p><u>Darla Perkins,</u> <u>Magnolia Supervisor</u> C: (901) 870-4265</p>	<p><u>Amber Melton,</u> <u>504 Supervisor</u> O: (662) 449-7170 C: (901) 496-9345 504 Eligibility 504 Plans/ Accommodations</p>	<p><u>Stacey Mathis,</u> <u>Lead SLP</u> <small>(187 day)</small> C: (901) 238-7126 Support schools and speech staff in the provision of speech evaluations and services and augmentative communication devices</p>	<p><u>Candence Johnson,</u> <u>Alternate Placement Case Manager</u> <small>(187 day)</small> C: (901) 867-6952 Support students and teachers through transition from DCAC or Magnolia to home school</p>

Special Education Data Clerk Duties
2022-2023

<p>Vicki Carey (662) 449-7266 E. Goss, A. Melton, M. Lindsey Hernando Area Lewisburg Area Transportation CEIS Records Request Child Find Publication Private Schools Information ESY/ESY Transportation</p>	<p>Wendy Vasquez (662) 449-7275 C. Respass, T. Keck, M. Newson Lake Cormorant/Walls Area Southaven Area School 500 Preschool Data</p>
<p>Samantha Boland (662) 449-7193 S. Hall, A. Privett Horn Lake Area Olive Branch Area Psychologists SPED Parent Requests Testing Materials Orders</p>	<p>Shelby Wicker (662) 449-7149 K. Sandlin, B. Grace Center Hill Area DeSoto Central Area Behavior MAAP-A Monthly Mileage</p>
<p>Shawn Krumm (662) 449-7284 L. Sheley Purchasing Travel Reimbursement Travel Requisitions Fixed Assets</p>	

MET Chairs 2023 -2024			
<u>SCHOOL</u>	<u>MET Chair</u>	<u>SCHOOL</u>	<u>MET Chair</u>
OBES	Kayla Woods	OES	Norma Davis
	Mary Ann Mullins	CHES	Lorrie Akins
CES	Sybil Hague	CHMS	Katherine Barefoot
OBIS	Lindsey Chun	CHHS	Cynthia Bobo
OBMS	Cindy Barnes	HES	Kacie Hall
OBHS	Amy Barkley		Karen Sandridge
	Stephen Carpenter	HHES	Leanna Blount
SES	Syreeia Jones		Monica Tingle
HSES	Morgan Fowler	OGCES	Robin Blessitt
	Robin Purvis	HMS	Vicki Page
GES	Meghan Smith		Whitney Austein
SIS	Ada Hamm	HHS	Shanna Roberson
	Jessica Johnson	HLES	Alice Ralph
SMS	Katrina Van Buren	SOES	Chase Gonzalez
SHS	Rebecca Roper	HLIS	Tempie Kelly
DCPS	Carly Barton	HLMS	Anissa Garth
	Lacie Clark		Jolanda Lock
DCES	Kenny Myrick	HLHS	Amy Wilbanks
PHES	Callie Steward		Jeremy Sartain
	Keri Mullins	WES	Chrissy Clark
DCMS	Susan Stampley		LaShannon Williams
DCHS	Karen Clark	LCES	Jennifer Russell
	Mallori Donati	LCMS	Lyndsi Blanton
LPS	Brandy Terry	LCHS	Edwinda Jones
LES	Shannon Sullivan	DCAC	Shayla Ware
	Tammy Pinnow	Magnolia	Rebecca Rushmore
LIS	Holly Smart		
LMS	Allie Thomas		
LHS	Marnie Harper		

Behavior Staff

**SPEL Supervisor of Behavior Department:
Kimberley Sandlin**

BCBA	SPEL SOCIAL WORKER	Alternate Placement Case Manager
JESSIE NICKLAY <i>Office: OGCEs</i>	ANNA LYONS <i>Office: HHES</i>	CANDENCE JOHNSON <i>Office: DCHS</i>

PBS

LAUREN CLAY <i>Office: LIS</i>	AMY MCINGVALE <i>Office: LES</i>	JEN THOMPSON <i>Office: SMS</i>	BECCA MAXWELL <i>Office: HLMS</i>
<ul style="list-style-type: none"> • OBES • CES • OBIS • OES • CHES • CHMS • CHHS 	<ul style="list-style-type: none"> • LPS • LES • LIS • LMS • LHS • SES • SIS 	<ul style="list-style-type: none"> • HSES • GES • SMS • SHS 	<ul style="list-style-type: none"> • HLIS • HLMS • HLHS

KEENA PEGUES <i>Office: WES</i>	ANDREA HARDIN <i>Office: OGCEs</i>	ROBIN PAYNE <i>Office: PHES</i>	KRISTEN PARSONS <i>Office: DCMS</i>
<ul style="list-style-type: none"> • WES • LCES • LCMS • LCHS • HLES • SOES 	<ul style="list-style-type: none"> • HES • HHES • OGCEs • HMS • HHS 	<ul style="list-style-type: none"> • PHES • DCMS • OBMS • OBHS 	<ul style="list-style-type: none"> • DCES • DCP • DCHS

THERAPEUTIC INTERVENTIONIST

<p>CARA MOULEDOUX Office: SOES</p> <ul style="list-style-type: none"> • HLES • SOES • HLIS • HMS • HHS 	<p>LORI TENORIO Office: WES</p> <ul style="list-style-type: none"> • WES • LCES • LCMS • LCHS 	<p>DERRICK SANFORD Office: Baby MAG</p> <ul style="list-style-type: none"> • GES • BABY MAG 	<p>ERIC GARDNER Office: Big MAG</p> <ul style="list-style-type: none"> • BIG MAG • DCAC 	<p>KATE CAIN Office: HLMS</p> <ul style="list-style-type: none"> • HLMS • HLHS
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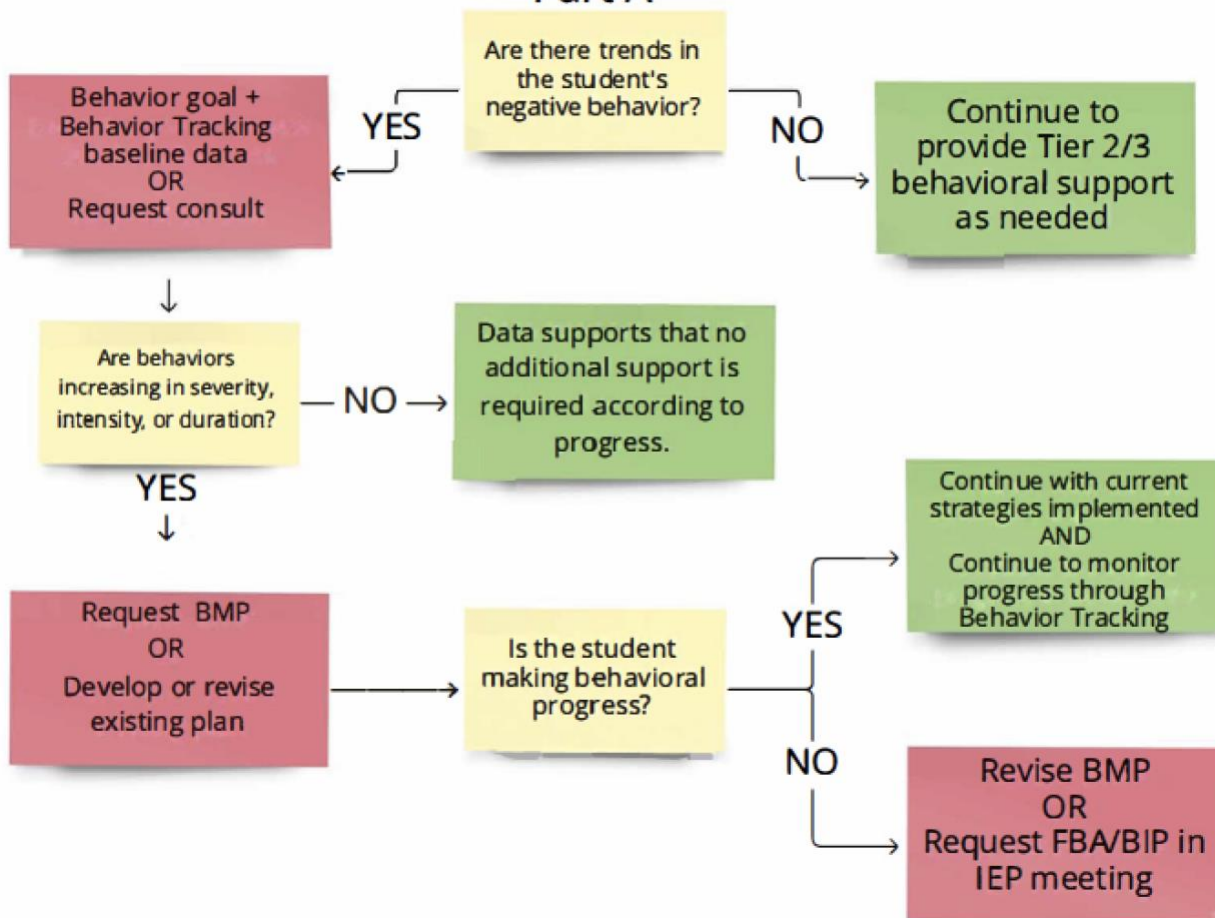
<p>KARACHIA BESTER Office: DCES</p> <ul style="list-style-type: none"> • DCP • DCES • PHES • J.S. HB 	<p>Sheila Parr Office: OES</p> <ul style="list-style-type: none"> • OES • CHES • CHMS • CHHS 	<p>JACKIE ABRAMS Office: SIS</p> <ul style="list-style-type: none"> • HSES • SES • SIS • SMS (6TH GRADE) 	<p>STACY JONES Office: SMS</p> <ul style="list-style-type: none"> • SMS (7TH AND 8TH GRADE) • SHS 	<p>ASHLI BYAS Office: DCMS</p> <ul style="list-style-type: none"> • HES • HHES • OGCES • DCMS
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<p>SUSAN SANDRIDGE Office: LES</p> <ul style="list-style-type: none"> • LES • LMS 	<p>LEXI HAMLING Office: LHS</p> <ul style="list-style-type: none"> • LPS • LHS • T.S. HB 	<p>EMILY HART Office: CES</p> <ul style="list-style-type: none"> • OBES • CES • OBIS • LIS 	<p>COURT OGILVIE Office: OBMS</p> <ul style="list-style-type: none"> • OBMS • OBHS • DCHS
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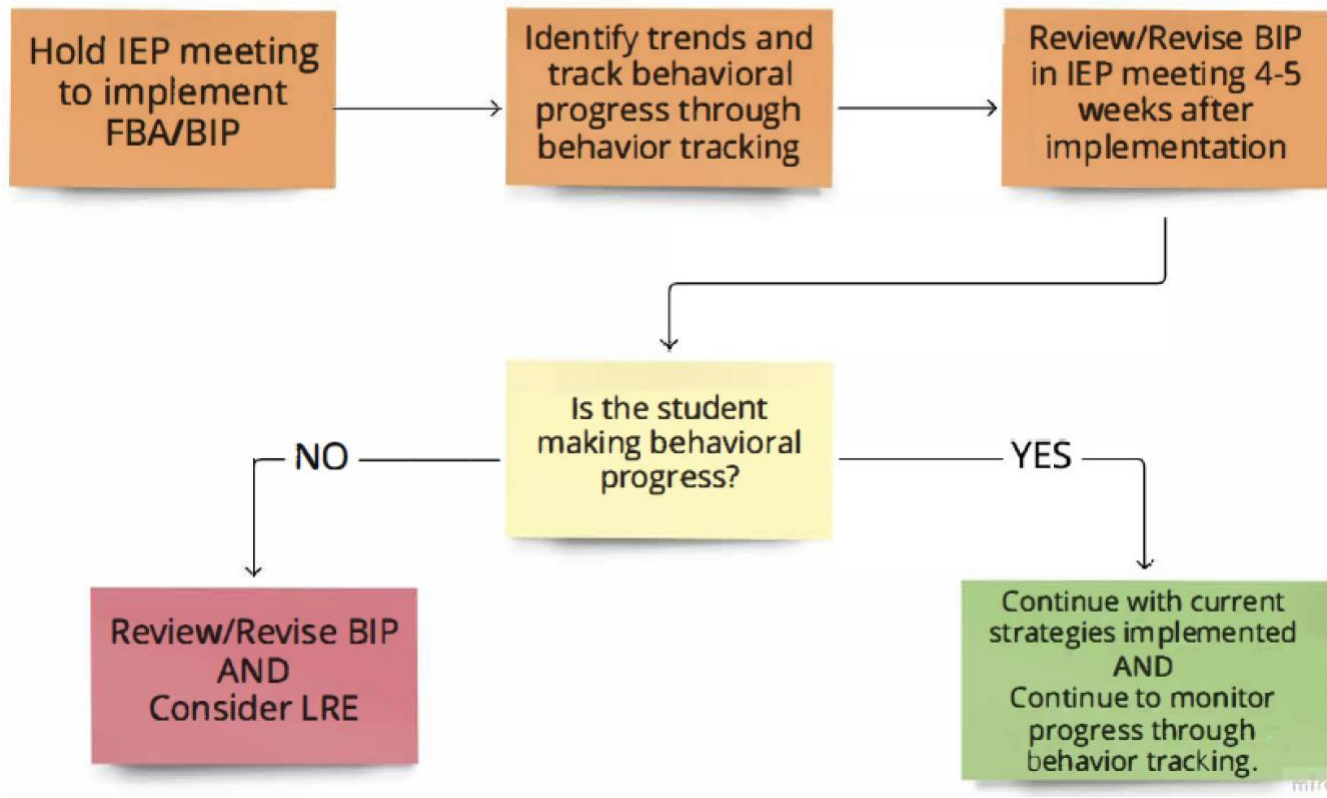
When to request Behavior Services

Behavior Decision Making Chart

Part A



Behavior Decision Making Chart Part B



How to request Behavior Services



Appendix SS.E

Occupational and Physical Therapists

Occupational Therapists and Certified Occupational Therapy Assistants

Therapists	Schools
Melanie Hudson and Hayley McHan	HES, OGCES, HMS, HHS, and LMS
Kristin Hoggard and Bree Fortner	HHES, LCES, WES, SOES, LCMS, LCHS, HLMS, and HLHS
Amy Day and Amber Dukes	DCPS, DCMS, DCES, DCHS, GES, and SIS
Mollie Hellums and Jessica Adcock	HSES, HLES, HLIS, SES,SHS, and SMS
Mary Katherine Werner and Koletta Clark	CHES, CHMS, CHHS, OES, OBMS, OBHS, OBIS, and CES
Amy Green	LPS, LES, LIS, and LHS
Beth Pate	OBES and PHES

Physical Therapist and Physical Therapists Assistants

PT- Robin Smith	
PTA—Stacie Fitch	PTA—Kara Green
All Lewisburg Schools All Olive Branch Schools All Desoto Central Schools All Center Hill Schools	All Hernando Schools All Lake Cormorant Schools All Horn Lake Schools All Southaven Schools Walls Head start

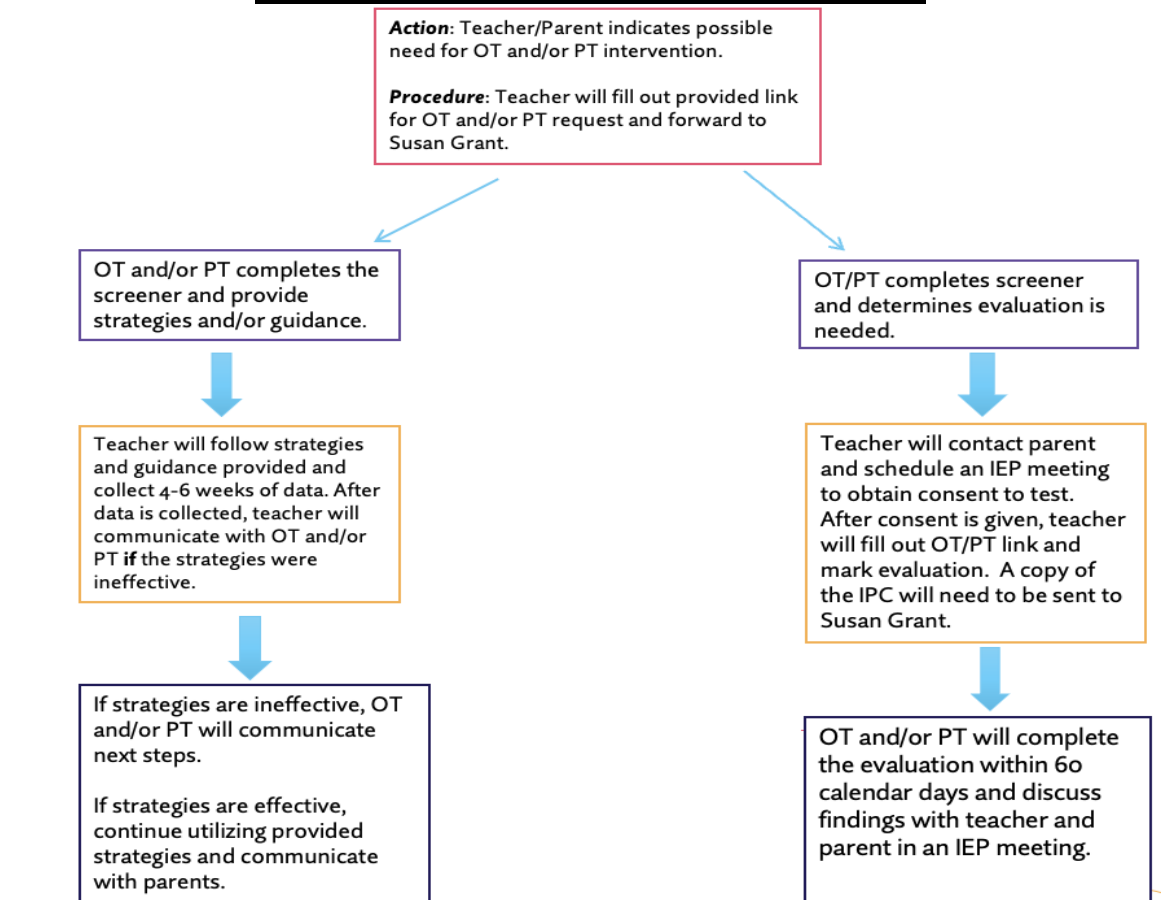
Utilize the QR Code below to request the following:

- **OT Screener** (Therapist will provide recommendations or best practice strategies for fine motor or sensory concerns, and/or determine if further evaluation is needed).
- **OT Evaluation** (Informed consent must be attached)
- **PT Screener** ((Therapist will provide recommendations or best practice strategies for gross motor concerns or determine if further evaluation is needed).
- **PT Evaluation** (Informed consent must be attached)



Appendix SS.F

Procedures for requesting OT/PT support



When should your request OT/PT Support?

Example deficits that could result in a screener:

Examples of student deficits that may need an Occupational therapy Screener:

- Self-Help skills (feeding, dressing, hygiene).
- Fine and visual motor skills (handwriting, keyboarding, cutting).
- Sensory processing and visual processing skills.

Examples of student deficits that may need a Physical therapy Screener:

- Student is unable to travel independently throughout the school environment (stairs, cafeteria, classroom, etc.)
- Student is unable to participate in classroom activities.

Homebound

SPED homebound teachers

- Kelly Medlin
- Kelly Edwards

Questions and answers regarding homebound services

Question: When a parent requests homebound services what should I do?

Answer: If a parent requests homebound services for a medical or personal reason, the parent should follow these steps:

- If the student is SCD, contact Mandy Lindsey and do not follow the steps below.
- If the student is non-SCD, the parent should provide medical documentation from their child's doctor's office that states the following information:
 1. Why are homebound services being recommended?
 2. Medical professional's recommendation of the duration of homebound services.
Ex: The medical professional should state that homebound is recommended for 6 to 8 weeks due to the student having hip surgery.
- The letter should be provided to the school counselor and the school counselor will provide the parent with a form to be completed.
- The letter from the medical professional and the form will be sent in, by the school counselor, to Sarah Huey at Central Services.
- The letter will be reviewed and a team will determine if the student will receive homebound services.
- If the student is approved, Mandy Lindsey will be notified and will contact the SPED department as well as review the student's IEP. Once the IEP is reviewed, Mandy Lindsey will send an email that will inform the teacher that an IEP meeting will need to be held to discuss the student's SPED services while the student is homebound.
- The SPED supervisor or Mandy Lindsey will attend the IEP meeting.

Question: What should I do if my student is on homebound?

Answer: Follow the next page that will list the Homebound teacher responsibilities as well as the Case manager responsibilities while the student is receiving homebound instruction.

Homebound expectations

General Education Teacher (GET) responsibilities (elementary)	Special Education Teacher (SET) responsibilities (elementary)	Homebound teacher (HBT) responsibilities (elementary)
<p>GET will provide Reading/English, Math, Science and History work through email to HB teacher every Thursday.</p>	<p>SET will send HBT teacher work samples for IEP goal work every Thursday.</p> <p>SET will send HBT teacher work samples to be utilized for ESY.</p>	<p>HBT teacher will send work back to GET and SET weekly.</p> <p>HBT teacher will send SPED teacher work samples back.</p> <p>HBT teacher will utilize data tracking for behavior in online system.</p> <p>HBT teacher will notify team on progress and initiate IEP meeting if there is a lack of progress.</p> <p>HBT teacher will provide statement to SET on each IEP goal so the SET can complete Report of progress. (If the student has been on homebound with the HBT teacher for a full 9 weeks).</p>

Note: When a student is on homebound in Middle/High school, the student will not be provided with a SPED homebound teacher. Unless:

- ✓ *The student is SCD.*
- ✓ *The student is not able to navigate Edgenuity alone or requires an increased level of support.*
- ✓ *Although the student will possibly not receive a District SPED homebound teacher, the student will receive a general education homebound teacher that is able to assist the student and monitor progress. The student's case manager at his or her homeschool will provide SPED services virtually or by phone weekly.*

General Education Teacher (GET) responsibilities (Middle/ High)	Special Education Teacher (SET) responsibilities (Middle/High)
<p>GET will collaborate with SET, General Education HBT, and school counselor regarding Edgenuity grades progress or lack thereof.</p>	<p>SET will email work samples for IEP goal work every Thursday to student OR the parent can come pick work samples up.</p> <p>SET will email work samples to be utilized for ESY OR the parent can come pick work samples up.</p> <p>SET will report progress on IEP goals based on work samples.</p> <p>SET will meet with student virtually for the duration/frequency indicated in his/her IEP.</p> <p>SET will communicate with General Education HBT on student's progress in Edgenuity. If the student is not making progress, the SET will initiate an IEP meeting to discuss lack of progress and discuss accommodations or an increase of SPED services for the student to be successful. IEP team should also discuss the student returning to school if there is a lack of progress.</p> <p style="padding-left: 20px;">➤ <i>A SPED supervisor should be invited to IEP meeting.</i></p>

Visually Impaired & Deaf/Hard of Hearing Visually Impaired

Teacher of the Visually Impaired (TVI):

- Addresses vision concerns, vision equipment (magnifiers, Braille paper, Canes, computer programs)
- Performs Vision Screenings for students having difficulty to conditioning to the screening
- Evaluates students with visual impairments through a Functional Behavior Assessment
- Participates in IEP meetings for students with visual impairments to add goals and/or services to the IEP

Orientation & Mobility Specialist (O & M):

- Teaches O & M skills to become aware of their surroundings and move around independently
- Evaluates students through an O & M Assessment
- Works collaboratively with the TVI

Vision Department Contacts

Sydney Mahony, TVI: 662-863-0469 sydney.mahony@dcsms.org

Julie Crisler, Vision Assistant: 901-491-8401 julie.crisler@dcsms.org

Orientation & Mobility Specialist: Gae Campbell

Special Education Supervisor: Shannon Hall: 901-461-7016 shannon.hall@dcsms.org

Deaf/Hard of Hearing

Audiologists

- Addresses Hearing concerns
- Repairs or manages repairs of equipment (Cochlear Implants, hearing aids, mini mics, ear molds)
- Completes assigned Hearing & Vision Screenings
- Screens hearing for students having difficulty conditioning to the test
- Distributes & maintains Soundfields
- Participates in IEP Meetings when Audiological Evaluations & Services are addressed
- Performs Audiological Services on the IEP
- Evaluates hearing through an Audiological Evaluation

Hearing Screenings

PROTOCOL:

- Red earphone on Right ear, blue earphone on Left ear

Appendix SS.J

- Stand behind the student if possible so they do not get any visual cues such as arm/shoulder movement when you press the button, looking at them for a response immediately after presenting the tone, or getting into a pattern
- Test 1000 Hz, 2000 Hz, and 4000 Hz at 25 dB for Right and Left ears (Hz means frequency/pitch and dB means intensity/loudness)
- If they do not respond at 25 dB, reinstruct. If they continue to fail, do not spend time increasing dB level to see where they will respond. Simply mark Fail and rescreen in 2 weeks
- Can raise either hand, or you can accept another consistent response, such as nodding their head, saying “beep”, head turn, or saying “no” or shaking their head when tone is presented
- Please do not use the functional assessment/quantitative checklist on the bottom half of the H/V form. Refer to DCS audiologists.

DO NOT TEST STUDENTS: – refer immediately to Audiologists

- With obvious ear infection - drainage or significant odor
- With a hearing aid (HA) or cochlear implant (CI) in either ear
- With congenital malformation, such as a missing ear
- Who are difficult to test or don't understand directions (ELL, ID, self-contained)

REFERRALS:

- Every student who fails any frequency in either ear after two screenings.
- DO NOT send anything home to the parent regarding failed hearing screening
- DO NOT refer to a doctor. We will test and make referrals as needed.

Please email names to one of the audiologists for follow-up testing.

***If a hearing loss is found during the initial evaluation process, please invite an audiologist to the eligibility meeting (speech only kids and full eval)*

Contacts:

Katherine O'Connor, M.A., CCC-A
DCS Audiologist, Central Services
901-438-0012
katherine.oconnor@dcsms.org

Tara Mitchell, M.A., CCC-A
DCS Audiologist, Central Services
901-428-8985
tara.mitchell@dcsms.org

Appendix SS.J

Hearing Department contacts

Audiologists

Katherine O'Connor: 901-438-0012 katherine.oconnor@dcsms.org

Tara Mitchell: 901-428-8985 tara.mitchell@dcsms.org

Special Education Supervisor:

Shannon Hall: 901-461-7016 shannon.hall@dcsms.org

Coordinates hearing program & contact for sign language interpreter requests

Vision & Audiology Referrals

Please fill out the electronic form. Either a TVI or Audiologist will contact you soon.



<https://forms.office.com/r/cru2KdLSuc>

Sign language Interpreter Request

Please fill out the electronic form. Shannon Hall will be in contact with you very soon.



<https://forms.office.com/r/yKCJUWQtWt>

Mississippi School for the Blind: Information for Parents



Please visit the following website for more information about the Mississippi School for the Blind:

<https://msdbk12.org/>



Mississippi School for the Deaf: Information for Parents



Please visit the following website for more information about the Mississippi School for the Deaf:

<https://msdbk12.org/>





Every Student
Every Employee
Every School
#TeamDCS

Our Vision

The DeSoto County School District will be regionally and nationally recognized as a system of superior-performing schools that ignite a passion for learning, while inspiring student success through instructional excellence and exemplary leadership.

Our Mission

The DeSoto County School District is dedicated to ensuring world-class academic excellence within a safe learning environment, while providing a variety of exceptional extracurricular programs that foster the physical, social, and emotional growth of all students.